

PROCEEDINGS

TWENTY-SIXTH ANNUAL CONFERENCE

of the

NATIONAL ASSOCIATION OF

DEANS AND ADVISERS

OF MEN

President.....Dean J. H. Julian, University of South Dakota
Vice-President.....Dean L. W. Lange, Ohio University
Secretary-Treasurer.....Dean Fred H. Turner, University of Illinois
Executive Committee—The Officers and
Dean J. A. Park, Ohio State University
Dean D. M. DuShane, Lawrence College
Dean R. M. Guess, University of Mississippi
Dean B. E. Warden, Carnegie Institute of Technology
Dean E. L. Cloyd, North Carolina State College
Dean J. W. Bunn, Leland Stanford University

Held At The
DRAKE HOTEL
Chicago, Illinois
and
THE LEVERE MEMORIAL TEMPLE
Evanston, Illinois
April 12-15, 1944

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General List
 7.23.46

IN THE PICTURE

First Row

1. Pitre, T. P.
2. Corbett, L. S.
3. Somerville, J. J.
4. Julian, J. H.
5. Turner, Fred H.
6. Dirks, Louis H.
7. Hubbell, Garner E.
8. Linkins, R. H.
9. Nowotny, Arno

Second Row

1. Hendrix, Noble B.
2. Holter, F. J.
3. Mitchell, Fred T.
4. Singletary, B. H.
5. Lloyd, Wesley P.
6. Goldsmith, Fred I.
7. Stafford, Edward E.
8. Lavelly, Horace T.

Third Row

1. Miller, Earl J.
2. Page, Ralph E.
3. Park, Joseph A.
4. Thompson, C. Woody
5. Rea, W. B.
6. Goodnight, Scott H.
7. Biddle, Theodore W.
8. Duerr, Alvan E.
9. Olmsted, C. T.
10. Nanz, Ralph S.
11. DuShane, Donald M.
12. Wentworth, W. Norris
13. Lange, Laurence W.
14. Hanson, Ernest E.
15. Guess, R. Malcolm

Fourth Row

1. Hampton, V. James
2. Culley, Paul G.

Lucas, John W.

3. Lucas, John W.
4. McElroy, C. H.
5. Bishop, Robert W.
6. Van Houten, Robert W.
7. Harper, W. C.
8. Sewell, Malcolm C.
9. Bunn, John W.
10. Bursley, Philip E.

Fifth Row

1. Thornbury, William D.
2. Lobdell, Harold E.
3. Humphreys, Allan S.
4. Congdon, Wray H.
5. Conklin, Arch B.
6. Banta, George, Jr.
7. Daniels, Stewart D.
8. Small, George D.
9. Hindman, Darwin A.

Sixth Row

1. Wilson, Leroy A.
2. Bursley, Joseph A.
3. Enteman, V. C.
4. Conwell, Harmon H.
5. Murphy, A. J., Jr.
6. Kinsel, Delber E.
7. Beam, Paul C.
8. McPheeters, W. E.
9. Glos, Ray E.
10. Alderman, William E.
11. Tibbals, C. A.
12. Lyman, Elias
13. Moseley, John O.
14. Copeland, Fayette
15. Foreman, Lauren

Twenty-sixth Annual Conference
of the
**NATIONAL ASSOCIATION OF DEANS
AND ADVISERS OF MEN**

Chicago, Illinois

April 12-15, 1944

THURSDAY MORNING SESSION

April 13, 1944

The Opening Session of the Twenty-sixth Annual Conference of the National Association of Deans and Advisers of Men, held in the French Room of the Drake Hotel, Chicago, Illinois, and The Levere Memorial Temple, Evanston, Illinois, April 12-15, 1944, convened at 9:10 o'clock, Dean J. H. Julian, University of South Dakota, President of the Association, presiding.

PRESIDENT JULIAN: The Twenty-sixth Annual Meeting of the National Association of Deans and Advisers of Men will come to order.

We will have the invocation by Dean Garner E. Hubbell, The Principia.

DEAN GARNER E. HUBBELL (Principia College, Elsah, Illinois):

I thought I would like to read certain selections from the Ninety-first Psalm:

"He that dwelleth in the secret place of the Most High shall abide under the shadow of the Almighty. I will say of the Lord, He is my refuge and my fortress—my God. In Him will I trust.

"Surely He shall deliver thee from the snare of the fowler and from the noisome pestilence; and He shall cover thee with His feathers and under His wing shalt thou trust. His truth shall be thy shield and buckler. Thou shalt not be afraid for the terror by night nor for the arrow that flyeth by day, nor for the pestilence that walketh in darkness, nor for the destruction that wasteth the noonday. A thousand shall fall at thy side and ten thousand at thy right hand, but it shall not come thy deed.

"Only with thine eyes shalt thou behold and see the reward of the wicked. Because thou hast made the Lord, which is my refuge, even the Most High, thy habitation, there shall no evil befall thee, neither shall any plague come nigh thy dwelling, for He shall give his angels charge over thee, to keep thee in all of thy ways. They

shall bear thee up in their hands lest thou dash thy foot against the stone."

We shall have a few moments of silent prayer and join the audible repetition of the Lord's Prayer.

. . . The group arose and stood in Silent Prayer, and joined in the recitation of the Lord's Prayer. . . .

PRESIDENT JULIAN: As you have probably observed from looking at your program, the talent for this meeting has been almost entirely recruited from our own ranks. We are very happy to welcome all the men who are coming to this organization meeting for the first time, and we hope they will join actively in the discussions. It has been our custom in past years to have reports from various division organizations that hold meetings during the year; at this time we will have the report of the Secretary, Dean Turner.

REPORT OF THE SECRETARY

To the Members of the National Association
of Deans and Advisers of Men:

Your Secretary is pleased to make the following report to you for the year 1943-44, and on certain items, for the years 1937 to 1944. As of today, the membership in the Association stands at 112, one less than the all time high of 113 in 1943. The Treasurer's report made at the Executive Committee meeting last night shows that all bills are paid or encumbered and sufficient funds on hand to meet them.

NEW MEMBERS OF THE ASSOCIATION

Three new member institutions have been approved during the past year:

1. Newark College of Engineering—Dean Robert W. VanHouten
2. Wheaton College—Dean Paul G. Culley
3. Illinois Wesleyan University—Dean Virgil A. Bolen

DEATHS OF MEMBERS

We regret to record the deaths of two beloved members of the Association, both being past presidents:

1. Dean Stanley Coulter, Purdue University, Emeritus, on June 26, 1943
2. Dean V. I. Moore, University of Texas, Emeritus, on August 6, 1943

DEATHS IN MEMBERS' FAMILIES

Our sincere sympathy is extended to the following members whose families have suffered losses during the year:

1. Dean C. F. Richards of Denison, whose daughter, Margaret, died June 5, 1943.

2. Dean J. H. Julian of South Dakota, whose son-in-law, Lieutenant Glen Cunningham, died May 11, 1943.
3. Dean George Culver, Stanford University, Emeritus, whose son, Private George Culver, Jr., was killed in action at Anzio on February 25, 1944.

DEANS AT THE 1943 NATIONAL INTERFRATERNITY CONFERENCE

Nineteen Deans were registered at the National Interfraternity Conference meeting in New York in November, 1943. A special luncheon meeting of the group was held. Dean Joe Bursley of Michigan succeeded himself as Educational Adviser to the Conference.

PUBLICATIONS OF THE ASSOCIATION

During the past year the 1942 Proceedings of the Conference have been distributed, 4 issues of the News Letter published, and a number of the Small Bibliographies were sold. The 1943 Proceedings will be out soon; they have been delayed by our inability to secure suitable paper for printing the copies. Older issues of the Proceedings continue to be in demand and the Small Bibliographies sold have been through book dealers, an interesting source of demand.

MEMBERSHIP IN THE ASSOCIATION

Your Secretary submits the following record of membership in the Association, which holds up well in spite of the times:

Membership	Active	Emeritus .	Honorary	Total
1937	82	2		84
1938	81	2		83
1939	93	3		96
1940	103	3	1	107
1941	106	4	1	111
1942	106	5	1	112
1943	108	4	1	113
1944	108	3	1	112

TREASURY CONDITION

The success of this Association may be due in part to its splendid financial record of never operating at a deficit. We have lived within our means and at present have all bills paid or funds on hand sufficient to pay those where commitments exist. The record since 1937 is:

Receipts—Disbursements—Balance

Year	Receipts	Disbursements	Balance
1936-37			\$674.13
1937-38	\$1,514.45	\$ 843.22	671.23
1938-39	1,688.38	1,457.78	230.60
1939-40	1,339.21	.965.07	374.14
1940-41	1,267.64	658.51	609.13
1941-42	1,938.07	1,658.92	279.15
1942-43	1,617.78	1,078.27	539.51
1943-44	2,096.63	1,445.35	651.28

DEANS OF MEN AND ASSISTANT DEANS IN THE SERVICE

In our News Letter, we carry the service flag of the Association, listing not only the names of our members and their Assistants in the service, but reference to former associates and sons and daughters of men in the service. Below is the listing of our members and their assistants in the service at this time:

I. Deans of Men

1. Lieutenant Robert E. Bates, Indiana (Army Air Corps)
2. Lieutenant J. L. Bostwick, New Mexico (USNR)
3. Lieutenant Commander H. T. Brown, Haverford (USNR)
4. Lieutenant (j.g.) E. F. Bunge, Augustana (USNR)
5. Lieutenant (j.g.) A. O. French, Louisiana State (USNR)
6. Lieutenant Colonel D. H. Gardner, Akron (A.S.T.D.)
7. Major F. J. Gilliam, Washington and Lee (Army Special Services)
8. Captain J. E. Lawson, Denver (Army Air Corps)
9. Captain Larry Mills, Case (A.S.T.D.)
10. Lieutenant H. G. Nestor, Butler (Army Air Corps)
11. Lieutenant J. H. Newman, Alabama (USNR)
12. Lieutenant Arthur S. Postle, Cincinnati (USNR)
13. Commander Hurford Stone, California (USNR)
14. Major Ralph Williams, Maryland (U.S.A.)
15. Lieutenant Herbert J. Wunderlich, Idaho (USNR)

II. Assistant Deans of Men

1. Lieutenant (j.g.) E. G. Abel, Southwestern Louisiana (USNR)
2. Lieutenant (j.g.) R. L. Arthur, Pittsburgh (USNR)
3. Howard J. Crosby, Rutgers (Army Medical Corps)
4. Lieutenant (j.g.) E. G. Curtin, Rutgers (USNR)
5. Lieutenant Colonel C. R. Frederick, Illinois (Army Air Corps)
6. Lieutenant Carroll Geddes, Minnesota (Army Air Corps)
7. Sergeant G. A. Hagerman, Akron (U.S.A.)
8. Lieutenant (j.g.) Arnold Hanson, Akron (USNR)
9. Ensign Durward G. Judy, Illinois (Navy Air Corps)
10. Lieutenant (j.g.) Carl W. Knox, Ohio University (USNR)

11. Captain E. J. Lanpher, Brown (Army Air Corps)
12. Captain E. M. J. Kretzmann, Brown (Army Air Corps)
13. Lieutenant (j.g.) Dick Rubottom, Texas (USNR)
14. Major Philip S. Sherman, Akron (U.S.A.)
15. Harley B. Smith, Ohio University (Army Air Corps)
16. Chaplain Ansgar Sovik, St. Olaf (Marine Corps)
17. Lieutenant (j.g.) Harvey Stenson, Minnesota (USNR)
18. Lieutenant Fred Stecker, Ohio State (USNR)
19. Lieutenant E. L. Stromberg, Oklahoma A. and M. (USNR)
20. Captain S. S. Taylor, Illinois (U.S.A.)
21. Lieutenant (j.g.) E. B. Williams, Pittsburgh (USNR)

III. It is proper that we should also recognize

1. Dean Jack Croft, Utah State, Superintendent of Quartermaster's Warehouses, Army Supply Depot, Ogden, Utah.
2. Assistant Dean Glenn W. Giddings, DePauw, Physicist in Research Laboratories at Cambridge, Massachusetts (M.I.T.)
3. Dean Armin H. Meyer, Capital, with O.W.I. at Cairo, Egypt.
4. Dean John R. Richards, Wayne, in OPA. Chief in Gasoline Rationing.

PROGRESS AND PROMOTIONS OF MEMBERS

At the 1937 Conference at Austin, Texas, we were addressed by Professor W. H. Cowley, on the subject "The Disappearing Dean of Men." Professor (now President) Cowley predicted that the Deans of Men would either disappear as such, or would be promoted into positions of more responsibility. His predictions in regard to disappearance have not come true; his predictions in regard to promotions seem to be true. Here is a record, probably not complete, of what has been happening to our members since 1937:

I. Promotions from Deanships to Presidencies

1. Dean James F. Findlay, University of Oklahoma, to President, Drury College, 1940.
2. Dean Henry T. Heald, Armour Institute of Technology, to President, Illinois Institute of Technology, 1940.
3. Dean John S. Millis, Lawrence College, to President, University of Vermont, 1942.
4. Dean John O. Moseley, University of Tennessee, to President, University of Nevada, 1944.
5. Dean Raymond Paty of Emory University, to President, Birmingham Southern, then to President, University of Alabama, 1942.
6. Dean J. R. Schultz, of Allegheny University, to President, Allegheny University, 1942.
7. Dean G. Herbert Smith, of DePauw University, to President, Willamette University.
8. Dean J. J. Thompson, St. Olaf College, to Acting President, St. Olaf College.
9. Dean F. E. Weyer, Hastings College, to Acting President, Hastings College.

II. Deans of Men made Deans of Students in recent years:

1. John C. Bailey, Davidson College.
2. Donald DuShane, Lawrence College.
3. Donfred H. Gardner, University of Akron.
4. D. A. Hindman, University of Missouri.
5. B. H. Pershing, Wittenberg College.
6. C. W. Thompson, University of Iowa.
7. C. A. Tibbals, Illinois Institute of Technology.
8. Fred H. Turner, University of Illinois.
9. B. E. Warden, Carnegie Institute of Technology.

III. Assistant Deans made Deans

1. John L. Bergstresser, Assistant at University of Wisconsin, Dean of Men, City College, New York.
2. Theodore W. Biddle, Assistant at University of Pittsburgh, Dean of Men at Pittsburgh.
3. Fred I. Goldsmith, Assistant Dean at Purdue University, Dean of Men at Purdue.
4. L. W. Mills, Assistant Dean at Case, Dean of Men at Case.
5. J. H. Newman, Assistant Dean at Alabama, Dean of Men at Alabama.
6. Norman Nordstrand, Assistant Dean at St. Olaf, Acting Dean of Men at St. Olaf.
7. Arno Nowotny, Assistant Dean at Texas, Dean of Men, University of Texas.
8. Otis C. McCreery, Assistant at Minnesota, Dean of Men, Washington State College.
9. E. E. Stafford, Assistant Dean at Illinois, Acting Dean of Men, Illinois.
10. Ralph I. Williams, Assistant Dean at Maryland, Acting Dean at Maryland.

IV. Creation of New Offices

1. L. W. Lange, Director of Personnel, New York University, to Dean of Men, Ohio University.
2. Donald H. Moyer, first appointee to position of Counselor for Men, Cornell.

V. Unusual appointments

1. Floyd Field—from Dean of Men to Dean of Men and Director of Personnel, Georgia Tech.
2. Allan S. Humphreys, from Director of Personnel to Dean of Men, University of Arkansas.
3. E. G. Williamson, from Coordinator of Personnel Services, to Dean of Students, University of Minnesota.

VI. From Dean of Men to Academic Deanship

1. William Guthrie, Assistant Dean, Ohio State to Junior Dean of Liberal Arts and Sciences, at Ohio State.
2. Herbert J. Herring, Dean of Men at Duke, to Dean of Trinity College.

3. Vincent Lanfear, Dean of Men at Pittsburgh, to Dean of Commerce at Pittsburgh.

VII. Assistant to Associate Dean

1. Robert E. Bates, Assistant Dean at Western Reserve, to Associate Dean of Men, Indiana.
2. T. P. Pitre, Assistant Dean, to Associate Dean, Massachusetts Institute of Technology.

VIII. Miscellaneous Promotions

1. Willard Buntain, Assistant Dean of Men at Northwestern, to Director of Personnel at Carleton, to Director of Housing at Northwestern.
2. Dabney Lancaster, Dean of Men at Alabama, to Superintendent of Public Instruction, Commonwealth of Virginia.
3. G. A. McConnell, Assistant Dean at Illinois, to Assistant to the President, Illinois.
4. G. R. Heath, Director of Housing, to Assistant Dean of Men, Michigan State College.
5. James Rollins, Director of Housing at Northwestern, to Assistant Dean at Harvard.

FINALLY

Your Secretary takes pride in concluding that the National Association of Deans and Advisers of Men is in a healthy, active condition, that its members are making a splendid contribution to the war effort, that they are completely aware of the serious problems of postwar planning, and that they will carry on in the fine tradition which has characterized the Association since its formation twenty-six years ago.

Respectfully submitted,
(signed) FRED H. TURNER,
Secretary-Treasurer.

SECRETARY-TREASURER TURNER: Mr. President, I submit that as my report. (Applause)

PRESIDENT JULIAN: We are very happy to note these promotions.

We have two committees to appoint.

The Committee on Resolutions:

Dean L. S. Corbett—Maine

Dean L. H. Dirks—DePauw

Dean R. H. Linkins—Illinois State Normal University

Associate Dean T. P. Pitre—Massachusetts Institute of Technology

Dean B. H. Singletary—Louisiana State University

Under our Constitution we have a certain rule governing our next committee appointment. Our Constitution provides that the Commit-

tee on Nominations and Place shall consist of the past-presidents of the Organization, with the senior dean as chairman.

This Committee will consist of the following:

Dean Scott Goodnight—University of Wisconsin
Dean J. A. Bursley—University of Michigan
Dean H. E. Lobdell—Massachusetts Institute of Technology
Dean J. A. Park—Ohio State University

The first mentioned are the chairmen in each case.

I do not know whether we have representatives of all the state organizations or associations present or not, and I am going to ask you to volunteer for reports from state organizations.

DEAN ARNO NOWOTNY (University of Texas, Austin, Texas): We had approximately thirty deans present at a meeting on Wednesday and Thursday of last week, in Dallas. We used a program patterned by the National Association, and the session was a good one.

DEAN J. A. PARK (Ohio State University, Columbus, Ohio): No meeting this year.

DEAN LOUIS H. DIRKS (DePauw University, Greencastle, Indiana): No meeting this year.

DEAN JOHN W. BUNN (Stanford University, Stanford, California): I might say that the Western Association of Deans of Men is in the correspondence stage at the moment. Jim Corson, of College of the Pacific, is President of the Association; and the meeting is tentatively set for May 25th and 26th.

PRESIDENT JULIAN: If there are no other reports we will proceed to the first paper on the program, which is a "Report of Survey of Duties of Deans of Men in War Time", by Dean L. W. Lange, of Ohio University.

NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN

Survey of the Duties of a Dean of Men in Wartime, 1944 A Dean of Men in Wartime

Deans of Men are putting their personnel houses in order so as to meet the new demands already arising from returning veterans. They are concerned about coordinating personnel services under an administrative type of dean, call him what you will. They are laying plans for reorganized and extended personnel services, better counseling, improved testing programs, scientific guidance programs, educationally directed fraternity and dormitory life.

The quantity of the dean of men's work has greatly diminished with the vanishing of the civilian man from the college scene; the intensity of the problems of the remaining few has increased. Deans of men are serving on many committees; some working with the military groups on the campus, many others on postwar plans. Only one or two seem satisfied with the situation as it stands; nearly all

are seriously concerned for the future and the place which the dean of men shall fill in personnel work.

Some of the deans of men are in military service; most are serving on the home front. The attendance at this meeting would seem to indicate that, as a group, deans of men are alert to the needs of the present and the future. Even more important, they are anxious to do something about it!

Background for the Survey

At the end of February a brief survey form was mailed to all members of the NADAM and to four non-members. A total of 112 colleges in 40 states were canvassed. Replies trickled in during March from 95 campuses. The return of 85% of the survey forms covered the country from east to west and north to south; it included universities both large and small, private and public, thriving and struggling!

This survey and report has only one justification—its practical value to you. We are all thinking about the same problems these days and want to know what the other fellow is doing about them. This report should provide the springboard for your subsequent questions and discussion. A number of our colleagues who cannot be present have asked for a copy of these findings. The report, therefore, has been mimeographed and will be available at the close of this presentation.

Organization of the Report

The report has been divided as follows:

- I. Usual or Regular Functions of the Dean of Men
- II. Temporary Functions Acquired by the Dean of Men
- III. New Functions Added to Office of the Dean of Men
- IV. Postwar Plans
- V. Reorganization of Personnel Work
- VI. Problems of Veterans

I. Usual or Regular Functions of the Dean of Men

What has happened to the regular duties of the office of the dean of men in the face of reduced enrollments, reduced staffs, and the presence of service units on the campus? You reported on several specific functions as follows:

Personal Counseling

The problems of personal counseling have been affected both by the great decrease in the number of students and in reduced staffs. For example, in the fall of 1941 there were nearly 200,000 men enrolled in the 86 institutions for which comparable figures were reported. As of the time of filling out the survey, there were less than 55,000 men; roughly, one quarter as many. With day to day changes in Selective Service orders, who can say how many of

these are still with us today or will be tomorrow? Although the percentage decrease in the number of civilian men varied from a high of 95% at Oklahoma A. & M. to as low as 19% at M. I. T., the average decrease was between 70 and 75% for small, medium and large sized institutions alike. Only Union College (Lincoln, Nebraska) reported an increase in the number of men!

Several deans pointed out that the few remaining men students had more serious problems. To quote directly: "Problems seem more acute." "Fewer cases but more time required per case." "Percentage of students seeking counsel has increased." This situation, of course, is to be expected where the group left behind represents for the most part the chaff of the Selective Service mill.

Some deans see an advantage in the reduced enrollments. In one instance personal counseling is reported as "reduced in amount; more thorough in character." And another rejoices in the fact that there is "now time for unhurried conferences." Another points out that because of "fewer men, better work can be done." Here is a cue to the basis for criticisms we have received in the past for superficial counseling—adequate trained staffs have not been available to handle properly the problems of the individual.

The types of problems reported centered chiefly around the war situation. Counseling on draft problems and dispensing information regarding opportunities available in the armed forces take up much time. The lack of security felt by 4-F's and the young trainees must be combatted. The 17-year-olds in college have their problems of uncertainty and insecurity. Each of these angles is completely personal and individual. There can be no doubt that personal counseling is still the very heart of the personnel job.

Fraternity Problems

The present status of fraternity problems for most of us is tersely summed up by Congdon of Lehigh as "practically nil." The logic is inexorable: Few men, few fraternities, few problems. "Dropped off 95%" reports the University of Colorado. Although some fraternities are attempting to keep running, many more have given up for the duration or are mere "ghost" organizations. In these skeleton groups, one man may nominally fill several offices but true fraternity life with its larger living groups and organized social life is out. As one school put it "only a few of our fraternities maintain any semblance of organization."

The problems are obvious and well known to us. They include fewer men; loss of older leadership plus rapidly changing leadership; lower morale; poorer scholarship achievement; difficulties in chapter finance; university occupation of houses; the problem of keeping going at all; buying, menu-planning, and management with reduced numbers; articulating Army-Navy trainees.

In some cases the university is supplying meeting rooms for the use of the depleted fraternities. At Ohio U. one of the university-owned houses, used in more prosperous days by the Men's Coopera-

tive Living System, has been rented to a fraternity group as individuals so that they might continue to live together. The plan has worked well and may become the basis for postwar university co-operation in the colonization of local groups seeking national affiliation.

It may be of interest to note that at St. Olaf, which does not have fraternities, the university has "organized three men's societies . . . to function during the war." Furthermore, nearly 1/8th (12.1%) of the institutions reporting do not have fraternities at all. What implications might these facts have for other universities which are not entirely convinced that the fraternities as organized in the past make the best possible contribution to the social and educational life of the campus?

Fraternities come in for their share in the postwar planning now in progress on almost every campus. One idea worth passing along is the formation of Alumni Councils, especially where undergraduate membership is low, constantly changing, progressively younger, and unacquainted with normal fraternity life.

Student Government Advising

The present status of this usual function of the office of the dean of men runs the gamut from "activities suspended" through "business as usual" to increased activity. In general, however, the amount of activity seems to have declined markedly so that often only skeleton organizations are being maintained. The problems appear to be more acute.

In 1941 the ratio of civilian men to women was 2 to 1 (in the colleges included in this survey). At the present time this ratio is reversed.

The problems are varied. Most of us have found that more advising has been necessary because of the rapid turnover of leaders coupled with the immaturity of younger inexperienced students. The inclusion of representatives of the service units has met with varying success. In general, a great let-down in student interest is reported. Only Minnesota stands against the trend by stating that "there appears to be a growing interest in self-government on the part of the students."

Of special interest in Dean Metzger's report that at Rutgers, a "student committee appointed by the dean of men, (is) functioning in lieu of the former elected student council." The nadir in student self-government is reached in the frank report from Union that "we have no student government." This statement is seconded by Bethel. How many of the rest of us should honestly vote "aye"?

Housing

The usual duties in connection with housing have changed markedly. In 16 cases you have specifically reported that the Army or Navy units are occupying the regular university dormitories. Probably this

is also being done in other schools although it was not mentioned. Many schools have also rented fraternity houses. Thus, at Illinois, our own Fred reports that "at the peak, (we) were using 45 properties in housing Army trainees." The functions of the dean of men have been sharply limited to preliminary arrangements for housing Army units; their responsibility has been considerably greater in connection with the Navy units. In general, the Army has pretty much run its own show whereas the Navy has fitted more into the usual collegiate organization.

Obviously enough, one of the chief problems has been to provide adequate civilian housing, especially for women students. The situation has already been relieved on many campuses by the curtailment of the ASTP.

Other problems reported may be summarized as follows: (1) the difficulty of maintaining standards when facilities available are limited; (2) the added problem of control when students are scattered in many living quarters rather than neatly centralized in university dormitories; (3) housing civilians in defense areas; (4) finding quarters for the families of military personnel.

A number of our more fortunate brethren find housing no problem at all. They have so very few men left that university facilities are adequate, or there are plenty of fraternity houses available, or houses in town are plentiful, or most students live at home anyway. Not many of us live in this Nirvana.

Postwar plans of several schools call for new dormitories. These personnel officers should be aware of the consequent problems with respect to student control, group spirit, counseling opportunities, and fraternity competition.

Employment

"Job seeks man" summarizes in three words the current male employment situation for most of us. KSTC reported that "We do not have a single man student who has applied for work." Wheaton College believes, however, that "we are about to see a reversion to the former pattern."

The problem is much the same the country over; there are more jobs than men to fill them. C.I.T. notes their special concern in "attempting to fill all jobs to keep employer's interest in C.I.T. students during more adverse times." Elsewhere the hourly wage has caused difficulty. Others find that students either have more money these days or are attempting to work too much since work opportunities are so abundant. This is especially true in defense areas.

Expediency has largely governed the solutions to this manpower shortage. Of course, women are replacing men. One resourceful dean of men has hired students to serve as "labor recruiters" to find men to fill jobs. On this campus high school students have been employed part-time in the dormitories. In other places, non-students have been employed full time.

One aspect of the employment situation has occasioned an increase in the work of the office of the dean of men. All of us are writing many more letters of recommendation than formerly and are answering many inquiries from employers. Our personnel records are more in use and our knowledge of our men as individuals is more in demand.

It should be noted that in a number of schools (10), the problem of student employment is a function of a Placement Office. It is to be hoped that there is some close tie-up in these cases with the dean of men who wants to have a complete all-round picture of the student.

Some schools are already thinking about expanding their part-time and permanent employment services after the war. This function will doubtlessly assume greater importance with the return of the servicemen.

Regular Teaching

Regular teaching assignments as differentiated from temporary teaching occasioned by the war emergency situation have not changed much. Classes are smaller but at least one of our colleagues sees enough good in this situation to comment that "the eagerness of those registered (is) enhanced. This makes teaching a pleasure." One dean reports a "75% decrease" in his teaching responsibilities. In 9% of the replies a decrease was reported. There were more who increased their load (13.5%), while nearly 35% indicated no change in their duties.

Do most Deans of Men teach? Based on 89 of the colleges in this survey, the facts are as follows:

	N	%
Teach	51	57.3
Do not Teach	38	42.7
	<hr/>	
	89	100.0

The principle of the matter has long been a debatable topic. Local situations will probably continue to determine whether or not any particular Dean of Men teaches. There certainly is meat for discussion, however, in deciding upon the amount of teaching to be done. If there is to be a great increase in Personnel work after the war, there may not be time available for the formal classroom.

II. Temporary Functions Acquired by the Dean of Men

Deans of Men function prolifically, even on a temporary basis! Sixty deans reported a total of 76 contacts in working with military units. For work with the civilian men, 32 temporary functions were reported. Five deans reported on contacts with alumni while two were responsible for faculty deferments as a war-time temporary function.

Work with the Military

The inauguration of the military College Training Programs saved the academic souls of many colleges, temporarily at least. Less than 12% of the schools reporting this information did not have any military unit.* On the other hand, units were reported on campuses large, small and in-between. All of the larger sized schools (enrollment of over 5,000 as the Fall of 1941) had units. The medium sized schools were next, followed by the smaller sized schools where slightly over 7/10ths had units.

TABLE 1

Summary of Institutions with Military Units

Size		Number with	Per Cent with
Fall 1941	N	Military Unit	Military Unit
Up to 1,000	21	15	71.4
1,000 to 5,000	48	42	87.5
Over 5,000	20	20	100.0

In this military set-up the Deans of Men came in for varying degrees of responsibility. Administrative activity ranked first followed by teaching, counseling, military committee work and housing problems. You were also helping in testing, classification and interviews, orientation of new trainees, making reports, taking pictures, evaluating credits, keeping attendance records.

You reported that you were serving as Armed Services Representative, ASTP or V-12 Coordinator, Air Crew Coordinator, as Liaison Officer and as Academic or Educational Adviser. Altogether 60 Deans of Men were involved in one way or another with these military units. It is likely that the Deans of Men in the other 17 institutions with units were also cooperating although no direct activity was reported.

Most temporary teaching assignments were in connection with the military units. Sixteen deans were teaching from one to five sections of at least seven different subjects with History and Geography most numerous. Three other deans had added some teaching of civilian students.

Work with Civilian Students

An important temporary function of the dean of men has been his service as Selective Service Adviser and as a dispenser of information regarding opportunities in the armed services. Other temporary duties falling to the Dean largely as a result of reduced staff include acting as Registrar, acting as academic dean, handling personnel functions directly which were formerly administered by an assistant dean of men, administering A-12 and V-12 tests, organizing dance bands, coordinating social activities.

*Institutions having unit: 77 (88.5%); no unit 10 (11.5%).

Work with Alumni

Monthly news letters, quarterly news letters, alumni bulletins, college newspapers and personal letters are used by the deans of men in keeping in touch with alumni in service. While only 5 deans specifically mentioned this as an activity of their office, it is probable that every dean present is engaged in this morale-building service which seems to mean so much to the men away from home.

Work with Faculty

In 2 instances it is the Dean of Men who handles all matters involving faculty draft deferments. The Dean is also serving on many faculty committees considering current and postwar problems.

III. New Functions Added to Office of the Dean of Men

New functions acquired recently by the Office of the Dean of Men fall into 3 groups: (1) those functions resulting from a shifting of responsibility due to decreased student enrollments and decreased staff, (2) those functions delegated to the personnel office under various reorganization plans, and (3) those functions involving the problems of returning servicemen.

Shifting Responsibility

The functions acquired by particular Deans of Men because of internal administrative changes include the administration of student aid, housing, adviser to student organizations and publications, public relations and recruiting, admissions. These jobs are not new to many of us but the change is worth noting especially if it represents a closer integration of the personnel program administered by the Dean of Men.

Reorganization of Personnel Services

The survey revealed a growing trend toward the integration and coordination of all personnel services under a major administrative officer. Ten schools reported such a change well under way or already effected. Several others have this matter as a postwar plan. Because of the importance to personnel workers of this trend, it is presented later as a separate topic.

Veterans

Returning veterans—and they are already with us—present a new set of problems for the Dean of Men. A separate discussion is presented later in this report covering your comments on this new demand on personnel workers.

IV. Postwar Plans

The specific activities reported in your postwar planning may best be summarized in tabular form:

TABLE II

Summary of Postwar Planning Projects

Postwar Project	No. of Times Reported	Comment
Advising foreign students	2	Cincinnati emphasizes this. Believes this will be large postwar problem.
Employment and Placement	3	Veterans will be special problem.
Extension of present personnel services	54	To include special problems of vets; use of psychiatrist; vocational guidance based on tests and expert counsel.
Fraternity plans	11	Closer supervision by university; higher standards of scholarships, living conditions, finances, and adjustment to university aims.
Housing	11	Plan new dorms; stricter regulations for private housing; use of military methods.
Postwar Planning Committee	34	Nearly half of the deans of men reported that they are involved in this work.
Readmission and accrediting	8	Special problem of credit for veteran's experience and military courses.
Reorganization of office of dean of men	15	Either already accomplished or under discussion (See "V. Reorg. of Personnel Work").
Testing Bureau	8	Emphasis on increased services and employment of competent psychologist.
Veteran's Education	30	Cooperation with Veterans' Administration reported; appointment as "Veteran's Coordinator." (See "VI, Problems of Veterans").
Miscellaneous	3	New Union Building project Revised student activity set-up ESMWT "General College" under consideration Possible cooperative plan

V. Reorganization of Personnel Work

Your comments on the need for reorganization in the personnel field fall into two groups: (1) a realization that present systems must be overhauled and modernized especially with the needs of returning servicemen in mind. This problem has been summarized in the next section of the report. (2) A growing realization that the development of personnel work has progressed to the point where it must be integrated and centralized. This change involves administrative reorganization and education of the faculty.

Scott Goodnight has summed up the situation admirably: "Personnel work is in a developmental stage and coordination of personnel services is the goal toward which we are all striving." Wide-awake personnel officers and progressive university administrators see that the present hit-or-miss type of organization will not be adequate for the immediate future. Some schools have already tackled this problem.

University of Denver

"A little over a year ago, John E. Lawson, Dean of Men, left for the armed forces and a reorganization was consummated making Mr. Harold McCully Director of Student Personnel with many new functions. This includes scholarships, loans, assistantships, fraternities, housing and student activities. Also counseling with faculty advisers."

Colbert E. Cushing, Acting Director of Student Personnel, goes on to report that "we are planning to extend the services of the Office of Student Personnel by making additional trained counselors available. This will include an expansion of our present guidance and testing clinic, reading clinic and speech clinic. A general reorganization of the Office of Student Personnel is contemplated with a Dean of Students heading the whole field of personnel." Thus there would be included "in a general office of student personnel the former work of the Dean of Men and Dean of Women."

University of Illinois

Fred Turner has been "placed in charge of the new Division of Student Welfare which includes the offices of Dean of Men, Student Employment, Dean of Women, University Health Service, University Hospital, Hospital and Medical Insurance, Student Housing, all faculty-student boards administering activities, Committee on Student Affairs, social, educational, recreational, and cultural programs in the Student Union and Residence Halls, orientation, and high school guidance conferences." His title is now Dean of Students. "The situation at the University of Illinois has followed the trend of uniting numerous offices which were engaged in student life and welfare work into a Division of Student Welfare under the Dean of Students." The Dean of Students ranks as a major administrative officer.

The personnel office is concerned chiefly with testing, vocational guidance and counseling, academic guidance and counseling. It is not connected directly with the Dean of Students.

University of Iowa

C. Woody Thompson has been Director of Student Affairs since March, 1942, when the offices of Dean of Men, Dean of Women, and Employment Bureau were abolished and their personnel and functions were transferred to the Office of Student Affairs. This title is analogous to the more usual "Dean of Students."

In this organization there are "two specific divisions, each headed by a manager." (1) Division of Student Housing rents all dormitory space; inspects all housing facilities. (2) Division of Student Employment handles part-time employment and all other student aid—loans and undergraduate scholarships.

Thompson reports that "the balance of our functions are divided amongst my associates, an Associate Director and two Assistant Directors. . . One works with the fraternities and men's dormitory proctors, another with sororities and general counseling, another with the University Women's Association and Vocational Information, etc." The office utilizes faculty members in serving as academic counselors for the College of Liberal Arts. It also supervises "the entire probation routine for that college."

University of Minnesota

Ed Williamson, as Dean of Students, heads up the revised personnel program at Minnesota. His new functions include "Administrative Coordinator of Student Personnel Services: Student Activities Bureau, Adviser to Foreign Students, Speech Clinic, Director of Student Housing, Student Counseling Bureau, Bureau of Loans and Scholarships, Discipline, Student Organization Finances, and Coordinator of Religious Programs." Iowa, Illinois, and Minnesota seem to follow about the same plan.

Ohio State University

In January, 1944, an administrative change was announced at O. S. U. which did not affect Dean Park as Dean of Men except as to his immediate superior officer. Dean Stradley of the College of Arts and Sciences was appointed vice-president, responsible for "the whole area of student relationships, including matriculation, campus organizations, health service, guidance, student employment, and entrance into the ranks of alumni." With this "new arrangement the functions of the office of president will resolve into three main divisions: supervision of faculty and curricular matters under Harvey H. Davis, vice-president; supervision of student affairs under Vice-President Stradley; and general supervision of the whole, and management of public relations, under President Bevis."*

Rensselaer Polytechnic Institute

Ray Palmer Baker now holds the title "Dean of Students" in the revised setup at R.P.I. Two complimentary deanships have been established: The Dean of Faculty, responsible for faculty problems primarily and the Dean of Students, responsible for the usual functions of the former Dean of Men plus other functions having to do directly with the students. The Dean of Faculty and the Dean of Students, together with the Executive Vice-President "meet regularly to consider problems of importance and sit with the executive committee of the Board of Trustees."

*Quoted from press release in *School and Society*, Jan. 15, 1944.

University of Washington

Dean Newhouse is now Director of Student Affairs in the extensive reorganization at the University of Washington. A Student Affairs Office has been created to serve in "supervision of non-athletic activities" and "as a vestibule and directing agency (for the) admission of discharged service men and women."

University of Wisconsin

As long ago as November, 1938, our own Scott Goodnight started the fire under the student personnel kettle and got it boiling to the extent that the University of Wisconsin now has an active Personnel Committee. According to a release dated December, 1943, the committee is to:

- "(a) Serve as an advisory body in the coordination and development of the various student personnel services;
- (b) Study and report to the Faculty from time to time on student personnel problems and methods of dealing with them;
- (c) Bring before the Faculty recommendations for improving University organization and policy in this field."

In all of this the Office of the Dean of Men has played a leading part. As Scott puts it, "The Office of the Dean of Men is an important part of the personnel service and must be coordinated with all other parts of the system. This coordination should in no way decrease either its usefulness or its prestige, but rather increase both."

In seven other institutions, reorganization of personnel work is under discussion.

1. **Michigan State College:** Fred Mitchell reports that there is "some discussion concerning establishment of integrated Student Personnel Service."
2. **Ohio University:** Larry Lange reports that he has recommended the integration of personnel work under a Dean of Students who would work closely with a Dean of Faculty in a setup similar to that adopted at R.P.I.
3. **University of Oklahoma:** Fayette Copeland, Counselor of Men, reports that he is "particularly interested in post-war program and trends toward consolidation of personnel functions as already announced at Illinois and Ohio State." He reports "prospects for consolidation of all student relations under a single administrative officer for coordination of effort and expansion of program to meet needs of larger student body."
4. **So. Illinois Normal University:** E. G. Lentz reports that he is Chairman of the Administrative Reorganization Committee.
5. **Temple University:** Acting Dean Claude C. Bowman reports that the "expansion and coordination of personnel work on this campus is to be worked out during the next year or two."

6. **University of Texas:** Shorty Nowotny reports that "a study is being made here of our entire setup."
7. **University of Wyoming:** Dean of Men B. C. Daly reports that "a coordinating committee of which the Dean of Men is not a member is making a survey of the personnel situation. . . An extended system of academic counsel by faculty advisers has been installed by this committee which is also charged with coordinating existing personnel agencies on the campus."

There can be no doubt that this trend will and should continue. If personnel work is to be accorded the professional standing and faculty recognition which it deserves and if it is to be prepared for the obvious post-war needs already present on many campuses, all of us would do well to examine our local situation and get up to date. The next big stage in the development of student personnel work is that of integration and coordination.

VI. Problems of Veterans

When the men return to the campus as veterans, will we be ready for them? This is a question which must be answered right now and cannot be disposed of as one dean stated in his reply: "We are not at present studying this problem. . . We believe that our present system will take care of it." Of course, he may be right and his present system may be perfect but most of us do not feel the same way. Besides, the problem is not one of an indefinite future time, it is already with us. Says one dean "We have 15 (veterans) now and expect hundreds very soon and thousands later." There is a tremendous emphasis upon personnel in the armed services today. If there is to be a carry-over of this emphasis to the peace-time campus, we must be preparing now. As never before, deans of men and all personnel workers must be able to meet the new situations which must inevitably follow the return of the soldier from the stark realities of the battlefield. Dean Stratton of Drexel has put it this way: Veterans will require "an enormous amount of counseling, understanding patience and wisdom from the Dean of Men's office." On the other hand, let us recognize this opportunity to bring higher standards of scientific procedure and professional techniques to personnel work. The personnel worker should be a keyman in post-war education.

Readmitting, reorienting, counseling and guiding the veteran is without doubt our number one immediate problem. As you have pointed out in your replies, the problems start before admission and continue through placement after graduation. Before admission there will be the unsolved question of the evaluation to be placed upon military experience and courses taken while in the service. The Armed Forces Institute hopes to be of real service but in many cases the colleges themselves will have to act. In some instances, this duty will fall to the dean of men. Seven colleges specifically expressed concern over this problem.

At the beginning of his new or renewed college career the veteran will need special attention. One school has set up a refresher course; two others plan extended orientation courses to ease the transition. Another college has set up a tutor system. Many schools plan greater use of testing programs, especially along the lines of aptitudes and abilities. It would indeed be helpful if the army and navy records were available for returning service men.

During his college career the veteran will pose many questions for which the personnel office must have the answer. Twenty schools are anticipating this demand by planning for extended personnel services including additions of specially trained experts in counseling and testing to their staffs. Vocational guidance responsibilities are mentioned by six schools while seven recognize that there will be many personal problems for which expert counseling must be available. The relatively purposeless extra-curricular life of the past will have to give way to planned recreation in the opinion of at least two deans. There will be an increased demand on the Health Services which should provide psychiatric consultation according to four reports. On the curricular side, five deans reported that special curricula were being planned for the veterans with emphasis on individual needs and stepped up courses. Another dean pointed out that college faculties will have to be on their toes and teaching methods overhauled and modernized. Art Postle, now in the U.S.N.R., has summed up his navy indoctrination as applied to regular education as follows: "Courses carefully planned and skillfully presented" plus a logical vocational goal and "a sound and reasonable extra-curricular program" is necessary.

At the close of the college career special problems of employment and placement are certain to arise. The personnel worker must be aware of this so that he may point to this goal all through his counseling and guiding during the college course.

Four deans reported cooperation with the preliminary organizational work being done by the Veterans' Administration. Four others stated that they were "Veterans Coordinator" in charge of the special programs being planned to care for returning service men. Dean Johnson at Augustana had a good point when he cautioned that "the future Dean's effectiveness as an adviser for veterans will depend on his ability to (1) supplant the spirit of 'taking orders' with power of personal decision, and (2) make peace-time pursuits as energy-demanding as war. . ."

All of the comments you have made on the problems of returning veterans add up to one line of sage advice: **Now is the time to re-evaluate our personnel services.** We can talk and write about them all we wish but the acid test is ahead; will they meet the need?

Conclusion

The present wartime represents something of a crossroads in the development of the office of the dean of men. With male civilian

students so scarce many colleges have little immediate need for such an administrative officer. In some cases the dean of women is administering student affairs while the dean of men serves Uncle Sam. In still other instances we have seen that the entire personnel setup is undergoing change, with the dean of students emerging as a major administrative officer coordinating all aspects of student life.

There is almost complete unanimity of opinion that there will be a tremendous increase in the demand for personnel services following the war. To what extent will the dean of men be prepared to fill this need? In our meetings this week we will review the current situation, bewail our losses, boast of our plans for the future, and generally pat each other on the back. But the real test of our worth will be found in the day to day work on our own campus. The dean of men by training, experience, disposition, and point of view is best qualified to be the coordinating center for an integrated personnel program. If this be our destiny let us cut short our words and embark on action.

Respectfully submitted,
LAURENCE W. LANGE,
Dean of Men
Ohio University.

PRESIDENT JULIAN: Dean Goodnight of Wisconsin will lead the discussion on this report.

DEAN SCOTT H. GOODNIGHT (University of Wisconsin, Madison, Wisconsin): Mr. President, Gentlemen of the Association: This is a capital job that Larry Lange has performed for us. It represents a tremendous amount of labor on his part. He has summed it up in superb style.

Some months ago when Ed Williamson assumed his functions at Minnesota as Dean of Students, I received a letter from him in which he expressed the sentiment that in taking up his duties he had gone back to the minutes of the early meetings of the Deans of Men, and that he had been surprised and pleased at the wisdom that the old boys had displayed in the measures they had adopted way back when.

The subject of it—the functions of a dean of men in wartime—prompted the obvious comparison with World War I, and I began to wonder whether we did anything back in the old days of World War I, and thereafter. So I turned back to the dusty archives of a quarter of a century ago and perused those minutes once more. Then it began to dawn on me that Ed Williamson might have been quite sincere. I began to understand what he meant, as I began to think the thing over in retrospect.

In 1919, the demoralization produced by the S.A.T.C., the sharp recoil upon escape from the repression of military discipline on the part of returned soldiers and sailors, and the new and unwell-

come restraints imposed by Prohibition, all conspired to bring upon us in the colleges a period of very bad morale, of resistance to any and every type of discipline, of complete rejection of the principle of self-discipline, of reckless pleasure-seeking and extravagance—of more or less open contempt for scholastic attainment.

You have been combatting all these things in recent years, and I suppose your first reflection or first reaction will be that there is nothing new in all of that. But I wonder if you can realize that it was pretty new at that time? Perhaps I had better say that these evils, most of which had been known to us in mild form in the peaceful pre-war days, burst upon us, when the crowds of students surged back into the colleges in 1919, with a violence that had never been even approximately felt before the war.

Deans of Men had just begun to exist. When I called the first group together in January of 1919, I knew of only three other institutions, aside from Wisconsin, where there was a Dean of Men—Illinois, which was the first one; Iowa and Minnesota.

There was a total of six of us who came together at that first meeting. We had Nicholson of Minnesota; Iowa sent two, Bob Rienow, of Iowa University, and Leslie Reed of Iowa State Teachers College at Cedar Falls. Michigan, which had no Dean of Men at that time, sent its Chairman of the Senate Committee on Student Affairs, Professor Strauss; and a Dean of Men who had just been appointed, a man by the name of Smallwood, of Syracuse University, who just happened to be in the city and saw a notice of our meeting in the papers, happened in. I was the sixth one.

The next year we met at Illinois; and by that time Indiana, Purdue, Kentucky, North Carolina, and several other institutions had joined the procession; and within three or four years we had a large and notable gathering of Deans of Men.

The establishment of the office of a Dean of Men was the attempt of the institutions at that time to answer and cope with the chaotic situation in which the institutions found themselves at that particular time. We tried, and we tried hard.

Most of the methods by which we try today to cope with those same evils were devised by or implemented by the Deans of Men at that time on various campuses. We didn't do it all, of course; we didn't do everything; but if you will go back to the minutes of those early meetings, as I have done, you will find that we wrestled by means that we invented or that we seized upon eagerly at somebody else's suggestion; we tried every kind of a remedial measure that we could find.

I think we owe to Dean Clark most of the measures that we tried to put into effect to correct the evils in fraternity life. For example, the restriction of initiation to those eligible on a scholastic basis; an attempt to stimulate pride in scholastic achievement by publicizing the grades, the weighted averages of each fraternity group each semester; the attempt to abate the excesses of Hell Week;

the attempt to eradicate T.N.E., Kappa Beta Phi, and a few other organizations of that kind.

At the first meeting we had at Madison I had Paul Warner come up and explain to the men his Warner System of financial accounting and business management; and that system was immediately installed at Wisconsin, at Illinois, and at one or two other places. Similar systems were inaugurated elsewhere.

Student housing was a great headache back in 1920-1921. We instituted housing departments in our offices. We adjusted difficulties between proprietors and students. We introduced the semester contract plan, and sought in general to iron out the difficulties of a badly overcrowded situation.

Automobiles were a brand-new gadget in 1919. We had hardly had them before the war at all. That was a problem we had never known in pre-war days. I remember Illinois, Purdue, and Michigan struggling with that problem by an anti-automobile regulation prohibiting students from driving cars.

The opening of the semester—particularly the opening of the college year in the fall, was simply a bedlam of excitement—of fraternity rushing, of taking subscriptions for this, that, and the other thing, of hazing and whooping it up, until the poor freshmen were completely and thoroughly demoralized during their first few days on the campus.

I have no idea where freshman period or orientation period or freshman week, originated, but we picked that up early, and it accomplished a great deal. Student self-government was a very knotty problem. The absolute refusal of the students to assume any self-discipline and any responsibility for the conduct of their fellows was a very trying thing at that particular time. Student discipline was another thing on which discussion raged for hours.

Yes—Ed Williamson was right. We did appear at a rather critical time. We did work hard on corrective measures that we devised, or that we borrowed or stole or secured somewhere; and I think it is probably no more than fair to confess that we did stem the tide to a considerable extent and accomplish a good deal in restoring a degree of sanity and of quiet during or especially just after that period known as “flaming youth” of the early twenties. All of which sounds very vainglorious and conceited, I shall admit. Now I am going to confess that those measures we invented or adopted back in the early days have pretty well run their course. They have become fairly ineffective now.

How much scholastic stimulation were your fraternities feeling two years ago from the consistent publication of their scholastic averages each semester? I think with us there was no opprobrium accruing to the group that found itself at the bottom of the column, and I think the crowd at the top had to take a lot more kidding about it than did those at the bottom.

Were your fraternities as well-behaved and were your parties as

unobjectionable in 1940 and 1941 as they were ten years earlier? Ours were not.

Did the drinking problem, which is always attributed to Prohibition, cease when Prohibition went out; or has it continued to increase steadily in spite of all the measures that deans of men may devise, until it makes one long for the halcyon days of the dry era once more? Of course, the military services have changed the picture somewhat at the present moment, but will you think forward with me for a moment to the demobilization period, when they all get back, and ask yourself the question, are we ready to cope with it with the means we have employed hitherto?

I must not, of course, make my diatribe too sweeping. A few things have stood up pretty well. The freshman period is still a rather sane method of opening the college year, if you keep fraternity and sorority rushing out of it. Phi Eta Sigma, which we owe exclusively to Dean Clark, and to Illinois, is one of the most effective devices in the stimulation of better scholarship that I know anything about, and it is an administrative aid that is simply tops. I wouldn't do without it for anything, and I think the Dean who doesn't have it, and could, is missing a tremendously fine bet. I rate it very high among the accomplishments of the Deans of Men.

Our housing organizations that we founded at that time have stood up rather well and are still functioning fairly satisfactorily. But by and large, my thesis holds. The methods we used years ago—twenty years ago, twenty-five years ago—are pretty well played out. They haven't been adequate in recent years. They are certainly not going to hold up under the strain of the postwar period—the one just ahead of us, that is going to be a lot worse than the last one, in my humble estimation.

There are millions more men in service now than there were then. They will have been in service much longer. They will have been in service in every clime, in every part of the globe. More of them will have cracked, nervously and mentally, under that prolonged strain—that terrific ordeal. From these distant climes, where they will have been located for two, three, or four years, they are going to bring home mores, concepts, behavior patterns that will amaze us.

I wrote two or three of the old boys for their views as to whether we are going to have a worse time after this war than we did after the other one. From Eddie Nicholson, I received this: "Group 2, those with combat experience, will offer the greater problems. They have been living in an atmosphere of great tension. It is going to be a hard and slow process to return to the relaxations of normal life. During this period of readjustment there will be a tendency to seek relaxation and pleasure in undue intensity.

"In the case of many of them, they will create a very different problem. They will belong to a group that has suffered severely from nervous shock and tension, and for this group the return to normalcy will be a slow one. It will be among those we will find

the ones who will create many situations which to those of us who have not undergone their experiences will be unexplainable.

"These were, in my opinion, the basic problems following World War I, and they will be for World War II. The by-products may be very different following World War II." From Joe Bursley, who was a Colonel in World War I, I have a reply, of which I shall give you part:

"We must expect after this war is over a repetition of the troubles which followed World War I. To my mind the only difference is that the mess will be even worse than it was the other time.

"In the first place, there will be many more veterans returning to college, and a large part of them will have encountered even worse experiences than World War I veterans. It is absurd to think that boys can live through days and weeks and months in the jungles on the islands of the South Pacific, or in the sub-zero temperatures of the Aleutians and come back without showing the effects of those experiences.

"What form these changes in character will take no one can foresee, but certainly there will be changes, and those responsible for meeting and advising and counseling those young-old men are going to have their hands full."

So, my answer to the general question: "What should be the functions of a Dean of Men in wartime?" is: Get ready for peacetime! It is going to require new means, new approaches, new methods. The old ones we have been using aren't going to be adequate to the task.

The part of Larry Lange's paper that I want to underscore three times and have set up in boldface type is that part of it dealing with postwar planning. Of course we have present-day duties to perform during the war. We have to carry on. These duties, however, have been, if my own experience is typical, considerably lightened by the situations on the campus at the present time, and these duties should by no means be allowed to interfere with our getting ready for the day when the boys come home. That is going to be a time to try men's souls, and I wonder whether we shall be ready to meet that challenge.

Just at the last minute here I noted one of the closing lines of Larry's paper as a very appropriate closing line for mine—"Now is the time to re-evaluate our personnel services." (Applause)

PRESIDENT JULIAN: These papers are now open for discussion from the floor. We will be glad to have you participate actively.

DEAN HUBBELL: I am connected with a small, private institution that sets up certain standards for admission, and because of this I have gone along with the assumption that the postwar problems would not be too acute. I don't think I have had these experiences with the older college students.

Has anyone thought far enough into this to see beyond our present

picture? Are there in the lives of any of the men who have come back to the campuses already, who have left service, any outstanding indications of the kind of problems? I can guess at some. I have had some boys on my campus who are still in service, who have been in action. One has had two ships sunk under him, in the South Pacific. He has been through some horrible experiences. I talked with a boy who was with Carlson's Raiders, who had to sit around the fire at night and discuss the most effective way to kill a man so he wouldn't make any noise. Both those boys apparently wanted to keep their minds off the war, but it hadn't "unadjusted" them, if I can use that expression. I would welcome very much, as a focal point on this problem, the projection of some of the things that are liable to show up.

DEAN J. J. SOMERVILLE (Ohio Wesleyan, Delaware, Ohio): In reply to Dean Hubbell we have a man returned from experiences at Guadalcanal. The man I am speaking of does not like anything that conforms with respect to a uniform. He wants to dress entirely different. He will be inclined to wear a pair of dungarees, a red shirt, and a yellow sweater.

He will respond favorably if you tell him something and reason with him as to why he should do certain things. He does not respond as well if you tell him it is thus and so.

DEAN GOODNIGHT: Just as a small sample of what we are going to get, we have fifty returned veterans on the campus now, of whom at least twelve are definitely mental cases—and two or three of them quite difficult.

DEAN JOHN W. LUCAS (University of Omaha, Omaha, Nebraska): I would like to ask Dean Goodnight what you can do with these mental cases?

DEAN GOODNIGHT: Those cases are all different. They all have to have scientific psychiatric treatment. I mean these especially bad cases.

Normally, the fellows who are not too badly cracked up, with patience and friendliness, guidance and friendship—letting them see and letting them feel that you have a real interest in them and that you want to help and you are not trying to "boss" them, that you are really interested in helping them get along—will respond. If you can win their friendship, you can do a good deal for those fellows, even if you aren't a trained psychiatrist. With the severe cases, of course, only a psychiatrist can do the job.

DEAN FRED T. MITCHELL (Michigan State College, East Lansing, Michigan): This problem is a very complicated one; but I am sure that there are devices we can inaugurate which will, in a large measure, solve the problem.

I think one of the first things we need to do is to have a complete picture of this man when he returns to school. After you get that

complete picture written out, as he would do it, and confer with him on some of the difficulties he is likely to encounter and some of the problems as he sees them, I believe that is not going to be too serious a situation.

I have the unfortunate job of serving on a Selective Service Board. We have large numbers of men who come back to the Service Board, who must report their discharges to the Board, and whom the Board interviews. You will always find them objecting seriously.

This term we call psychiatry—they say there is no such thing, and the only people who are mental are those who profess to have the profession in hand.

They do suggest we use a more reasonable term. A young fellow in the office the other day, who is definitely an emotionally unbalanced case—he knows it because he was discharged under those conditions—said, “Why the Hell keep telling us to go to the psychiatrist?”

I talked to our health service, and instead of having Dr. X the psychiatrist, they call him Dr. X the mental hygienist. That seems to solve the problem.

In dealing with these men, it seems to me there are two major things we have to watch. The first is that they are rather well pegged into the spot they should occupy. This can be determined by the use of the Armed Forces Institute at Madison because they do a magnificent job. I think you should use that extensively.

The thing that irks them somewhat is this: They are not sure, in many instances, or they are not very well satisfied with the evaluation of their military experience or the courses that have been taken in the Armed Forces Institute, or with the specialized training that has been given in the Army—such as the V-12 or the A-12, or the A.S.T.P., or the Radio Technician Course, Officer Candidate School, or any of the others. That is the one thing they feel the institution has given them somewhat less credit for than they may well have expected. In taking time out to go over it with them, however, it is easy enough to show them that is not the case; and that is time-consuming.

The second thing is something we get all the time—they are irked by the slow tempo of the college class. They have lived under tension; they have lived under high tempo; and they realize they are older, chronologically or otherwise.

They are serious-minded boys, and they are making good progress. I think, however, the important factor is that we get them early, that we get them placed at an academic level where they can achieve what they hope to achieve. Instead of returning a Junior in engineering to the third year of engineering after he has been out for eighteen months, and expect him to pick up his calculus where he has lost most of that, you are going to have to provide specialized courses, refresher courses, or short courses.

I think it is one of the most challenging periods in which the

Dean of Men has operated, and I foresee many of the things Dean Goodnight foresees; but I foresee ways in which they can be overcome if you will set up a technique now and develop it while they are trickling back to you. If you will keep in mind that every student who comes back to you represents a different type of problem than the boy who was in before, I do not foresee that we will have any difficulties which cannot be solved.

DEAN NOWOTNY: The point of technique we stumbled on two weeks ago is a bet I think we have been overlooking for several months. We have a Naval Flight Preparatory Course, and it has a psychologist. He comes to our staff meetings every once in a while. At these meetings we have the psychiatrist from Camp Hood, the psychiatrist from Randolph Field, and the one from Camp Swift.

They have to work as military counselors, but they were very happy to meet with civilians in the field.

We talked about discharges. We talked about some of these boys who are coming back from experiences such as standing twelve hours in water with nothing but their nose out of it, as was the case at Tarawa, having Japanese machine-gun bullets zipping by them, and we were discussing what such experiences do to people.

I felt I had at least the beginning of a new technique by watching these psychiatrists. The psychiatrist at Camp Hood gave this illustration. He wasn't getting anywhere with these boys. The Chaplain was handling a few of them, but the psychiatrist was viewed as sort of a queer duck. Then he organized a group of non-coms as counselors. These men were living in the ranks, and every unit has a non-com, and that unit operates under his direction. He trains them in the weekly staff meetings.

I think that is a technique we could use. Instead of non-coms, they may be upper class advisers or young, part-time instructors. We can train those fellows to work with the young servicemen as they return.

DEAN C. WOODY THOMPSON (University of Iowa, Iowa City, Iowa): I want to ask these gentlemen who have several or a number of students back on campus their reaction to this phase of it. I think it was Dean Mitchell who said that in the more complex cases he is finding the attitude of the returned veteran is that after all you or me, who might be advising him, has sat through this war as a civilian, in the interior part of the United States, and what the Hell do we know about the landing of Bougainville, or some of these other spots? We didn't go through that.

I am wondering if you are planning, since I suspect that is going to be an attitude, for just that situation?

We are wondering at our institution if we should not have one or more men on our staff, who have actually had combat service to handle some of these more complex cases. I do not mean the psychopathic type who needs a psychiatrist, but the man who simply

feels that we just don't understand since we as civilians did not go through his experience.

DEAN PARK: I am glad that Woody Thompson brought up this particular topic because I think that is one way in which we can approach it, those of us who are older and were in the wrong war as far as this present generation is concerned.

Looking ahead a little, I have been in correspondence with a young infantry officer who is a graduate of the University and is to be discharged shortly from a hospital in Michigan. He is coming back for graduate work this summer—to work on a part-time basis with me. I have in mind the fact that he is going to be able to talk the language of these boys. He has lost a part of one of his legs, and no one can question the validity of his experience. He will know how many of the lies to discount and how much of the truth to value.

Then, too, we will have on our faculties after this war, particularly in the younger group, a good many veterans who will have had a variety of experience, who should be helpful to us if we call upon them for assistance through that very experience.

I foresee no problems that we can't solve by the use of the same vision and perseverance and intelligence that we hope we have demonstrated in the past.

DEAN JOHN O. MOSELEY (University of Tennessee, Knoxville, Tennessee): I think we all should be very much on our guard not to make asses out of these returned soldiers. If there is anything an American boy doesn't like it is to be an exhibit, and if he is going to be fingerprinted and have his photograph taken and passed around from hand to hand, to be dealt with as a problem, he is going to turn into one.

We have a number of these returned soldiers on our campus at Tennessee, and they have worked in very well. They just go around about their duties. They mainly want to forget the war.

I think the thing that Dean Goodnight referred to about the last war was certainly true; but it came from men who were using their armed services as an alibi to do the thing they wanted to do anyway. I happened to have had a little experience in an English university immediately following the last war and practically every man in that school had battle experience. A great number had been wounded and mutilated, and a fairly large number had been in German prison camps; and there were no psychiatrists around the campus. They weren't made asses out of; they fit right into the traditions of the school, and they carried right along in a fine way.

In coming right back to the Middle-Western university, where a great part of the students had done all their soldiering in the S.A.T.C., they were problems. (Laughter) And these Hell-raisers I think should be treated just like anyone who raises Hell, whether they are in the Army or not. (Laughter)

That is what we want to be careful about—not making a problem

of a real, sincere fellow, who is trying to adjust himself, and at the same time letting a bunch of fellows use their Army experience as an excuse to upset the regulations and traditions of the school.

MR. J. JORGEN THOMPSON (St. Olaf College, Northfield, Minnesota): I think we should not forget that these men are not looking to see what a large score of canes or walking sticks or crutches we have for them. I think we can show them the sympathy that Good-night mentioned and also show them we believe they are going to be able to master the situation—show them some confidence. I think we are going to go far in meeting those men and in getting them started.

DEAN DONALD M. DuSHANE (Lawrence College, Appleton, Wisconsin): One of the things we had in mind was to utilize, as we did in peacetime, undergraduate counseling and undergraduate support, and help in our personnel problems by using men in fraternity houses and counselors in the dormitories—men who were responsible citizens. I am already making lists of those responsible men whom I know now are in the service, whom I know now want to come back; and I am going to use them as best as I can and as much as I can in working with the men who have been through the same kind of experiences they have encountered.

As far as the distressing cases that have been presented here this morning are concerned, I have a distressing case, too, in which I think an overuse of the psychiatric approach has been definitely harmful.

We had a resident supervisor in a dormitory this year. He is a psychologist and operated on the assumption that all the men in his house were cases because they weren't in the Army, and no one could blame them for being self-conscious and a little bit peculiar.

It seems to me these men have shown courage and a sense of responsibility when they have been called on by the Services, and that if we evoke the same sense of balance, the same judgment for them when they come back, we can pretty well hold them to a minimum set of standards and say, "These are the things that cannot be done. These are the things we expect done by civilian students, by American young people, and by you." And that in our adherence to those standards from the beginning, from the days that are with some of us now, through the next few years, we will have a reasonably good chance of making a chart and avoiding the kind of thing which probably will be upon us otherwise, and which broke upon the colleges without any warning after the last war.

DEAN BUNN: It seems to me our discussion has taken two very definite trends.

I think actually the points of view that have been expressed must be taken into consideration and must be used. Is it not true that we must recognize the fact that in handling some of these returned veterans the job will be much more delicate and require much more

time than would be the case with the same boy under conditions without the experience that he has gone through?

So that from an administrative point of view, or a personnel point of view, in the mind of the counselor must be a consciousness of this fact.

On the other hand, is it not true that as far as the individual is concerned, he must not be made a "case", as Dean Moseley has so well stated. He shouldn't be segregated, and he shouldn't be singled out and placed in a position, either by reporting if he is a nervous case to a psychiatrist or a mental hygienist or a clinical psychologist, or whatever term is to be used, but rather he should be treated just the same as any other individual.

Three cases come to my mind that seem to me to point out this particular situation. One is the situation with respect to a boy who is not permitted to return to school. In this case, from the administrative point of view, it was necessary to have all of the information possible about this particular individual; and from the administrative point of view, therefore, it seems to me necessary to set up a pattern whereby this information will be made available.

Arrangements are made in some cases where the full medical history of this individual comes to the school, and he is interviewed by the head of the health department. Following that he is interviewed by someone in the counseling department. After that he is interviewed by his academic adviser. This is all preliminary to his becoming a citizen in the institution. If that can be done and one is satisfied that this individual is a good bet to profit by university or college experience, from that time on one has the information necessary about the individual, but he is treated on the surface the same as anyone.

In this one particular case a boy was denied the opportunity to continue his work. He happened to be a member of the institution before he went into the Army. He was a probable mental case at that time; but after he entered the Service he definitely became one. He was discharged when he turned upon his comrades with his gun.

The Service knew about this boy's situation ahead of time, but as I am afraid is the case in handling most of the recommendations that go in, that was passed by. That boy was not considered a safe bet and means were taken to help him in another way, rather than by further education.

In the case of another boy who was also a mental case and who was deemed worthy of going ahead with further study, he became the member of a living group, and there was some question for a time as to whether or not he would be able to stand up and be able to adjust himself to the school environment. A rather fortunate accident occurred whereby his living group made him the head of their organization, and that changed the boy's whole outlook, because he had been wondering whether or not he could belong again to a civilian group, and whether or not they would recognize him

as one of their group. The moment this recognition occurred, all of his problems seemed to have been solved, and with the record of two quarters—the first quarter being very mediocre and the second exceptional—the boy's whole outlook on life seems to have changed.

In another case, a boy who was permitted to go ahead with his school work but still had not gotten away from some phases of his military experience and proceeded to inflict those procedures of combat upon his fellow-students is an individual who did not make the grade and must be referred back to the Veterans' Administration; and they are following through a careful clinical procedure to see what may be done from here on.

I think those three examples give somewhat of the administrative approach to some of these problems, and some of the way in which the individual should be treated once he becomes a member of the school citizenry.

DEAN FAYETTE COPELAND (University of Oklahoma, Norman, Oklahoma): I think we must guard against one difficulty that is going to develop from this war and that is the possible stratification of our student bodies. We have been accustomed to considering our students as a group, more or less of the same background, with the same ideals, and the same objectives. Now, however, we are having groups, and we will have more definite groups on our campus unless we can find some way to get back to a single student body, which we once knew.

We are going to have the younger students who are going to keep on coming to our campus because these boys and girls who have been coming in as sixteen and seventeen-year-olds are not going to give up the opportunity to get into college as freshmen or as beginning students. They are going to be grouped with men who have gone out of high school into Service, or men who have gone from high school into industry—men much older and emotionally more mature than they.

We are going to have our former students returning from Service. Our Alumni Association has conducted a survey and found that at the present time more than 80 per cent of our students who left the campus to enter service without completing their degrees are planning to return.

Then we are going to have a group of married students who never before have been an important part of our campus, our student body. Now we have a problem of taking these five or six distinct groups, with widely varying backgrounds, and getting one single student body out of them.

I see one leveling influence—the fraternity. Another leveling influence will be your extra-curricular program because the classroom is not going to provide enough of a common ground for welding these groups together; and I think we probably will have to guard against segregating in living units the younger freshmen, or the freshmen who have been in Service, or the freshmen who have been in industry and are returning; or, the older students.

I think we are going to avoid a lot of trouble if we can mix them all together and define, outside of the classrooms, some means for common experience which will help the very young freshman and the rather jittery, wound-up-tight man back from Service.

SECRETARY-TREASURER TURNER: The thing we have done at Illinois is a bit contrary to what has been expressed a good many times here, namely, that we should not attempt to segregate. We have established on our campus and have in operation now a division of special services, and it is intended to serve the men and women who have had Army or Navy, or actual Service experience. So far the students who have been in war industries are excluded from it. In other words, we have provided segregation.

There were two qualifications set on the Director for the division. One was that he must be an ex-serviceman, either of the present World War or the first World War. The second qualification was that he must come from the teaching staff.

Now as to how he is related to the Dean of Men and Dean of Students, and all the welfare services: He is primarily an academic man. He is set up as the head of a new division, and the work that he is to do is set up so that he will be able to take care of the academic phases, but he will use all of the usual welfare services that apply to other students.

What is he there for? To take the man who comes back to the University from the Service, who can't meet the usual entrance requirements, who can't get the course he wants in the regular curricula. He wants to come in without say one unit that he lacks for admission. He wants to come in and take certain courses that are not included in the course that is usually listed say in one of the colleges.

How are we getting away from this idea of segregation? I think we are there already in this respect, that a man who comes back from the war doesn't have to go into the division of special services. He may go in there if he chooses. He may go into the regular college if he wants to, but this division, with the ability to cut through all the usual requirements, is apparently a desirable thing.

DEAN MOSELEY: I want to ask two questions. I think they are practical. Both have to do with re-admission or admission of veterans.

The first one is about a soldier who has been dishonorably discharged for a cause which may or may not preclude him from your college or university; and also a veteran who has been discharged but not dishonorably, but for a reason.

One reason I might mention in that connection is sex perversion. A soldier's record is very careful about that. It shows, in vague wordings on the record, tendencies toward homosexuality, as an example, which is one reason for a soldier's discharge; and there are a number of them being discharged like that. It is a very delicate question.

The other question is much more vexing because it is going to bother Deans of Men and college administrators in general, and that is a great many of very worthy soldiers who do not have the required units, credits of high school admission, will want to enter our institutions, and is there a place for them?

DEAN WRAY H. CONGDON (Lehigh University, Bethlehem, Pennsylvania): In answer to that last question I may say we have a device that a student over twenty-one, who is or is apt to be in that age group and does not meet entrance requirements, is admitted if he shows ability to do college work, as a special student, and he is allowed to continue his subject for not more than two semesters after which if he shows he has the ability to go on and become a good four-year student, he is allowed to do so. After that trial period they are allowed to go on and become a candidate for a degree.

There is no doubt that there are plenty of problems; and these veterans coming back are going to be different. There are those who are going to be psychopathic cases; there are those who are going to be cases because of physical defects. There are those who are going to be resistance cases.

There is another thing I think we are going to find a problem, and that is the social adjustment of these boys who are not only older but more sophisticated, when they begin mixing with the younger students who come to college, in the fraternities, in the dormitories, and on the athletic fields; and in the various extra-curricular activities.

That brings me to the problem I think we haven't mentioned, which seems to me a problem we are going to face. That is these younger students as they come into college in the years after the emergency are going to more or less look to these veterans as heroes. They are going to be apt to like to do the things these boys do, and follow in their footsteps.

It seems to me we have a double job there—first of all, impressing upon these veterans their responsibility of leadership. Make them recognize that they are, whether they want to be or not, leaders who are meeting these younger fellows, and if they haven't the same ideals that perhaps we feel they should have in the way of social or moral living, that they are still their brothers' keepers.

On the other hand, we will have the problem of working with these younger boys—and I speak for one institution with a younger men's institution, and perhaps girls, too. We will have a problem in working with them, too, so that they are wise in their choice of the boys they want to emulate. That problem of social justice is going to raise a lot of difficulties with our freshmen in getting them started in college life on the right foot, so that they choose wisely of their heroes and those whom they hold up to themselves as examples.

It seems to me we will have a fine opportunity with these re-

turning veterans in developing even more effective leadership than we have been able to do with older students heretofore, if we can capitalize on the experience they have had, on the leadership qualities they may have developed in the Services, and on their recognition of their responsibility to the younger students who are coming in, who have never had these Service experiences.

DEAN WESLEY P. LLOYD (Brigham Young University, Provo, Utah): I assume this morning is a pretty good time for us to keep on extending all the problems of wartime and post-war in this "airing" session, and then we will probably get down to some of the more confined areas—the defined areas.

It seems to me that quite a number of us would not have to do with the problem of who is to be admitted. Our directors of admission and our representatives working in various conferences all over the country now are wrestling with that problem, and it seems to be that it will be handled, or handed to us largely as a policy somewhat on a national basis.

I am, however, somewhat concerned with this report that Larry has given us this morning, and also the one of Dean Goodnight, for to be able to just stand up casually and say the things we thought could never be said about colleges.

The thing I am attempting to get out of our conference, as much as anything else, as I have thought it through, is the status of our war and post-war colleges after the war has wiped out some things that we didn't want anyway.

I am not sure what those are. Many of us may automatically fit into whatever pattern may come along and reflect whatever comes, but I am wondering if, on the other hand, we are going to be in a position to exert leadership about the few things we have wanted to do all along but had to have them wiped out by something about as big as a war before we could start over again.

I suspect there are social problems; fraternity problems; housing problems; personnel problems in the whole thing. We can just either let those come in to us automatically, or we might be able to use this as an opportunity to see how we want to rebuild, what we would put on a campus if we were sort of making it from scratch.

DEAN HUNT: May I ask, as a matter of information, whether the Veterans' Bureau will have any means of dealing with boys who will not be accepted back in college? We have a good many men who were among the first to rush off and enlist and who were problem boys before they left, and they are among the first to return now and are still problem boys, oftentimes not having seen much service. They are like the people who were referred to as those having done their soldiering in the S.A.T.C. during the last war.

I am a little alarmed about what was just said as to the admission policy being handed to us as a national policy and how much freedom a school will have on its admission.

DEAN THOMPSON (Iowa): I have a feeling that as far as our institution is concerned we will practically answer that question for ourselves as to whom we will admit.

Some one of us was describing how he gets a three-way check before a decision is made on taking a boy back. That is somewhat the same pattern we use at the University now for any student who doesn't come in with an absolute clear record from another institution. I think we might just as well expand that procedure.

The registrar, who is our admissions officer, refers all requests of this type for admission to me; and I don't apply on any of these military cases. I won't be a party to the admission, not to a determination of what his credits will be, but to whether he is a desirable citizen.

DEAN RALPH S. NANZ (Carroll College, Waukesha, Wisconsin): I think I can partially answer your question. A few weeks ago we had a post-war planning conference in the State of Wisconsin, which was attended by a Mr. Flynn from the United States Office of Education, and by one of the men from the Veterans' Bureau in the State of Wisconsin.

Dr. Flynn told us that the Thomas Bill, which is before Congress and provides for educational assistance, according to the provisions contained therein, the eligibility of the student for entrance is left for the college to decide.

The gentleman from the War Veterans' Bureau felt that the Bureau would like to cooperate with the educators of the state in helping to adjust the returning veterans to their new school duties, so that I believe as far as admissions are concerned the colleges will be left to decide that pretty largely for themselves.

We are planning, in the State of Wisconsin, to have a committee chosen from different types of colleges, to cooperate with the Veterans' Administration and any other agencies that may be set up in the state for the help of returning veterans—cooperate with them in forming a program and carrying it through.

DEAN LLOYD: I don't believe any of us assume that any of us are going to be handed this list of admissions. I am wondering how many Deans of Men are responsible for the admissions in their own school—admission policies. I think that is the question I was attempting to determine.

PRESIDENT JULIAN: May we have a show of hands on that?

DEAN LLOYD: I guess the majority vote is partly, and that perhaps is what we are after.

DEAN B. H. SINGLETARY (Louisiana State University, Baton Rouge, Louisiana): I would say I was in the partly class because the president would refer it and ask if the boy should be allowed to re-enter. In that case I would say it was partial responsibility. Except for being on a committee that checks in different colleges,

for a group that determines each one that comes in, I do serve on that committee.

PRESIDENT JULIAN: Dean Lange and Dean Goodnight, I think it is certainly very evident that those papers were highly successful, and I gauged my measure of that success by the free, fine discussion we have had. We thank you very much.

I would like to say this for myself, I am a confirmed optimist, and I would like nothing better than to be twenty years younger. I have worshipped for a good many years at the feet of such men as the late Thomas Arkle Clark and Dean Goodnight over here, and I am very much of the opinion—I am not a standpatter and neither do I resent that which is new; and I am not in the slightest intending to pass any judgment on the success of the tremendous development in medicine in these cases—and look upon this post-war period as a time of resurrection of the office of the Dean of Men.

Dean Clark used to tell us, "Don't get away from the students. Don't let the administration tie you up with so much other administrative detail, important as it is, that you have to forget the students." I think this is going to be a tremendous time, and I just envy these young men who are just starting out on their careers, and those of you who have twenty or thirty years ahead of you, which I surely don't have ahead of me.

PRESIDENT JULIAN: We are adjourned until two o'clock, in Evanston.

THURSDAY AFTERNOON SESSION

April 13, 1944

The meeting convened at two forty-five o'clock, in the Banquet Room of The Levere Memorial Temple, Evanston, Illinois, President Julian, presiding.

PRESIDENT JULIAN: The meeting will please come to order. Before turning the meeting over to Dean Bursley, who will be the presiding officer for this afternoon's session, I would like to announce the action of the Executive Committee, taken last night at a meeting in which we elected the second Honorary Member of this organization for life.

That member is Mr. Alvan Duerr, whom we elected, as I just stated, as an Honorary Member of the National Association of Deans and Advisers of Men. (Applause)

Mr. Duerr, I hope you will accept this honor, and that you will feel as much honored to be one of us as we are to have you.

MR. ALVAN E. DUERR (National Interfraternity Conference, New York, New York): Mr. Chairman, I appreciate the honor tremendously. I have enjoyed attending these meetings for a great many years. I shall now stop enjoying the fellowship and help you to maintain the dignity. (Laughter)

PRESIDENT JULIAN: It is my very great pleasure to turn this meeting over to Dean Bursley of Michigan, who will preside.

. . . Dean Joseph A. Bursley, of the University of Michigan, assumed the Chair. . . .

CHAIRMAN BURSLEY: Mr. President, Mr. Duerr, and other Members of the Association: When I was asked to preside at this meeting I did so with the understanding that the presiding officer was to say as little as possible and try to keep the conversation coming from the floor.

In order to head up the discussion or remarks, I wrote to Lee Wilson and asked for any suggestions he might have as to points to be discussed, and he sent a list, to which one or two other subjects were added; and then I know there are several members here who have other points which they would like to discuss.

The points that were mentioned in a letter which I sent to most of the men at this table were:

1. Are fraternities undemocratic? What remedies can be suggested for improvements?
2. Suggestions for closer cooperation between national fraternities and college officials in relation of fraternity secretaries to this problem.
3. What degree of supervision of fraternity houses should the colleges furnish?

4. What can be done to secure greater and more sympathetic alumni support in contributing to the local fraternity?

5. Should the colleges establish a maximum cost of fraternity houses and require conservative financial set-ups?

6. In view of the resolution passed at the last Annual Meeting of the National Interfraternity Conference, recommending favorable consideration of the use of House Mothers in fraternities after the war, what should be the next step?

7. Looking forward to the undoubted great increase in the number of foreign students coming to the United States after the war, is it desirable that fraternities should give thought to the possibility of taking more of these students as members?

One other subject that was suggested has to do with the problems incident to assimilating servicemen who will be returning to the chapters and colleges afterwards.

One of the problems brought up for discussion was suggestions for closer cooperation between national fraternities and college officials. That is right along this line, and it was one of the subjects in which a majority of those to whom I wrote expressed an interest.

Among the men who did express an interest in that was one who has already proposed a post-war plan, and a man I think has as many ideas on this subject as any of the rest of us. I propose to ask Mr. Alvan Duerr to speak first on that subject, suggestions for closer cooperation between the national fraternities and college officials.

MR. DUERR: I don't see that I can say much on that subject because I believe in it so thoroughly I can't see any argument.

The fraternity is in exactly the same business as the college. The fraternity deals with the same men. The fraternity at least professes the great desire to improve that plan and to promote the academic interests for which the college stands. Their aims are entirely identical.

Of course, the history of the fraternity, unfortunately, has made for a certain feeling of antagonism between the student groups and the college authorities. That is more or less natural. Unless you have a very wise parent, you find that antagonism more or less in the home. The great problem the college has is to overcome that.

Of course, it is also the problem of the fraternity leader. I think the mistake that fraternity leaders have made is that in identifying themselves too closely with their organization rather than with their idealism. As your Chairman has said, all that the institution wants and expects is that the fraternity should live up to its own idealism. I wonder if he knew how much he was asking of us—if he knew how reasonable is his request.

The purpose, however, of the college is to guide youth, and you will have to consider us fraternity men as part of youth, no matter how well along we are in life. It is a hurdle that must be overcome

before we can get that fine cooperation between the college and the fraternity which is so self-evident that we should not even talk about it. Until we can see eye to eye on that subject, the college has to be patient.

I think one thing that would contribute a great deal to our getting closer together in the pursuit of our common objective would be for the colleges to insist a little more on their standards and their ideas of what our standards, perhaps, not ought to be, but ought to produce. You know human nature will go just as far as it is expected to go. That is particularly true of undergraduates, and that has been lamentably true of the college fraternity. Wherever the college insists on a certain performance from its student body, whether they be fraternity men or not, the college gets it; and I might almost be tempted to say that the greatest weakness of the college fraternity is the fact that the college has been willing to accept so little from us.

I have just read a synopsis of a post-war plan in which a very excellent idea was proposed, providing for closer supervision and a closer relationship between the faculty and the fraternity; and a note offering the pros and cons suggested that that would meet with bitter opposition from the fraternities.

It will until the college says, "So what?" Why should it? Why should any fraternity, individual or group, oppose any effort which will secure greater cooperation between the students and the college for the well-being of the student?

As I said to start with, the thing seems to me so simple and so imperative that I can't find anything to say about it.

CHAIRMAN BURSLEY: Now I would like to ask Lee Wilson, President of the N.I.C., if he has any specific suggestions as to how we can bring closer cooperation between colleges and fraternities?

MR. LEROY A. WILSON (Chairman of the National Interfraternity Conference): I think that our Past-Chairman, Alvan Duerr, has really stated the premise which we in the N.I.C. are hoping will be generally adopted, and that is you people will set objective standards sufficiently high that fraternities are going to have to achieve them in order to maintain their place on your campus.

We also, I might add, with all this reactivation of the fraternity chapter which is bound to follow in the post-war period, hope that you people are going to let fraternities come back to your campus only where you are willing to assume the challenge that fraternity presents in playing the part we fraternity men feel it should play.

I am speaking in behalf of the Conference, and I hope the member fraternities will agree with those sentiments. We would hope that in going back on your campus we not only are recognizing the responsibility as fraternities to do our share, but more importantly, that you people are going to recognize your responsibility

to make sure that those individual fraternity chapters meet that responsibility which we all agree is theirs. That is quite a challenge.

I think, though, that the fraternity is sufficiently of an opportunity as a part of your educational processes that it is well worth your attention, and certainly, as our lifeblood, is well worth our continued attention.

I have a little comment here—if you will pardon my reading it—that I think ties in with that. We in the Conference are just as much interested in education as a whole as you are. There are two aspects we feel that fraternities can well play a very prominent part in, and we also feel (at least I do) that considerably more can be done than is being done to develop young men who are coming out of our colleges and universities today—and that is, first, in training in the method of analysis and synthesis.

We know that our colleges have always striven to teach students how to approach problems and pursue their studies analytically, to dig for facts—to seek underlying principles that link facts together, and to draw conclusions through constructive synthesis. The fact, however, remains that too many college graduates seem to be unable to apply this method to the practical problems which they have faced after leaving college. Many of them, moreover, seem unaware of the possibility of doing this same kind of constructive thinking as to the relationships with other people.

They may reason quite carefully through a problem in history, chemistry, or accounting, but make no logical effort to study the personalities with whom they come in contact, and to guide their actions accordingly.

Colleges still graduate honor students whose abilities consist chiefly in the capacity for absorbing the truth rather than the capacity for seeking and finding it. Too many students and directors still seem to regard as an unfair imposition upon them the request that they not only answer questions but that they also ascertain what questions are to be answered. Yet, we all agree this is a process which will confront them at every turn in their later lives. The unimaginative filling in of the blank spaces in an established formula, is an easy path for many college graduates.

Secondly, I feel that greater emphasis should be devoted to training and self-expression, how to act clearly, concisely, and wisely. This is, of course, a large order, involving as it does all phases of your college training. Contributions towards this objective can be realized in a classroom, particularly through special attention to effective writing and speaking; in athletics and other forms of extra-curricular student activity, but more especially, I feel, in fraternity life, which affords a wide and varied field for self-expression.

One of the ways in which fraternities may be able to increase their contribution is going to be a program that we have under way, headed up by our good friend, Alvan Duerr, on chapter house discussion work. You people are going to be able to play a most

important part in that particular program, and undoubtedly later this afternoon, among the various questions which have been proposed by your Chairman, that subject will be developed somewhat.

Bob Enteman, Vice-Chairman of the Conference, is here with us, and he is heading up a Post-War Program Committee which is undertaking to meet many of the problems that you will discuss this afternoon; and no doubt he will add to those discussions.

I might close by saying that prophetic of the cooperation with the college deans and our responsibility in meeting your particular question you asked, Joe, is this statement: We in the Conference wholeheartedly subscribe to the principles set forth in the fraternity criteria, a declaration of our desire to cooperate with colleges and universities to achieve the greatest good for them and the fraternity as a lot.

We look forward with confidence and enthusiasm to these post-war years, to greater opportunities for participating in the education of American youth and close collaboration with college administrations, and to an increased realization of these opportunities in terms not only of better students but more especially in this troublesome world of ours, of better citizens, which, after all, is your job and we would like to think the fraternity's job.

We emphasize again, as Alvan has said, it all seems so simple. Our objectives insofar as our responsibilities meet are identical. Why there should be problems we fraternity leaders often wonder.

I think, Mr. Chairman, no doubt you have this in mind, the most helpful thing to us would be suggestions from the deans themselves as to how they feel we might be of more help in their programs, and what message they would have us carry back to the fraternities so as to encourage the fraternities to play a larger cooperative part in meeting the Deans and Advisers of Men's program. (Applause)

CHAIRMAN BURSLEY: Right along that line we have a question that Lee has asked—what the deans might like to have done—and a man with a plan which I understand is being proposed at the University of Iowa.

I would like to ask Dean Thompson of Iowa to tell us something about that plan for the cooperation of fraternities and college officials.

DEAN THOMPSON: Mr. Chairman and Fellow-Members: Since it would be unfair to assume that all of you knew the University and therefore understood the problem and its peculiarities that might dictate the plan as we are now formulating it, and will release it come next Saturday—very likely—suppose I give you a very quick background of the Iowa situation.

I watched our fraternities drop from a total of twenty-six men's social fraternities to sixteen last year. Three of those sixteen are so weak that we stand a good chance of coming out with twelve or thirteen national social fraternities when the war is over.

During that same twenty years we have expanded the dormitory facilities of the University from one dormitory, designed to house men on a low-cost basis, with a capacity of 650, by the addition of a de luxe dormitory that holds 400 more, with physical facilities comparable in quality to what you see in this magnificent hall.

So, we have seen the fraternities go through the ringer in two ways. One I have described to you; we have ten less than we had. The other way is seen by looking into the financial figures of the remaining sixteen. I think not six of those sixteen fraternities have title in their houses that amounts to very much.

As I look back now and analyze the University's policy towards fraternities, I would say that it was one of complete let alone. No one ever supervised the fraternities' investments. No one ever raised the question of how much we were going to spend, and how we were going to furnish them, or how much of an equity we had to begin with.

So, the fraternities have accumulated a lot of fictitious and genuine grievances against the University; and I am going to mention the genuine ones.

One of these was the University did not utilize housing facilities. There was no direction as to where prospective students could get further information. We didn't give them an adequate or fair description or breakdown of their costs of operation.

Fraternity men and women both were rather generally discriminated against in some forms of student aid.

We have a device at Iowa called the Partial Tuition Exemption; for which, of course, you are never worthy or needy if you happen to belong to a Greek letter society. By Board action such a person could not be eligible; and the jobs were rather generally awarded to the general non-social-fraternity men.

Then came the war and the reorganization of our whole student personnel program, with new leadership; and it seemed to Dr. Mallett, who is my chief assistant in the Office of Student Affairs, and to me that this was the time to really break with the past and do something, so at our request the President appointed a special committee on fraternities. We call it the Special Committee on Fraternity-University Relations.

That Committee is charged with the creation of a postwar plan for fraternities.

We began early in our deliberations thinking how we could remedy the situation at Iowa once and for all, not kidding ourselves we could plan indefinitely, but for our own span of time that we would continue at the University—and we came first to the conclusion that we should close our fraternities for the duration of the war.

Some of you secretaries will know about that because you have been in correspondence with some of us about it. I still think we are right, but we didn't do it, as I will explain. We thought the thing to do was to close our fraternities, stop the pledging and ini-

tiation of men, because we were getting such immature persons in our chapters that we were destroying the great traditions which certain fraternity chapters had on our campus. The reason we wanted to do that was not because we wanted to embarrass the fraternities, but we wanted to really protect them and set the stage for their return after the war.

The unfortunate thing was we were weeks and months late getting our deliberations started, and by the time we were ready to do something all of our leases on fraternity houses began to cancel, through the Army, and we in turn announced our release of them to the organizations.

We took another approach on that situation, and just this last week finally brought it to a head. This has the approval of the President of the University and is now being circularized among the Board of Education; and unless the Board shall have some objections, when I return Saturday this will be released officially to the fraternities, to the fraternity alumni, the press, and to any of you who want copies.

I happened to bring one copy along, and I think I shall run the risk of boring you by reading it verbatim, because to us it is the first real step we made in twenty-five years at the University.

To Fraternity Men of Iowa:

The President of the University, on the recommendation of the Special Committee on University-Fraternity Relations, has directed me to notify you of the regulations under which the chapter houses of men's social fraternities will be permitted to reopen or continue in operation after the close of the present semester.

(1) For the duration of the war or until further notice, the chapter houses of men's social fraternities are to be opened or continue in operation only if authorized by the Director of Student Affairs. Any fraternity group may request permission to reopen or continue operation of its chapter house from the Director of Student Affairs by presenting a formal request in writing, signed by the responsible chapter officers. Such request is to be accompanied by:

- (a) A written approval of such request by a responsible alumni committee of at least three, the governing board of the house-owning corporation, or other owner of the property.
- (b) A written statement signed by the duly authorized chapter representatives and at least three responsible alumni members that the chapter will comply with all existing or subsequent University regulations governing fraternities, including the employment of a housemother who is approved by the Director of Student Affairs.
- (c) A written agreement signed by the above chapter representatives and alumni members that the chapter will contract for the confidential business service of the Fraternity Business Service as such was conducted at the time of the outbreak of the War, including its accounting and bookkeeping service;

and that it will authorize the Fraternity Business Service to arrange for the collection of its "house bills" and other charges against members through the University Business Office in a manner similar to that employed in the collection of the accounts of law fraternities prior to the War.

- (d) A statement of the financial condition of the chapter at the time such request is made.
- (e) A proposed operating budget for the regular school year and the summer months or the fraternity fiscal year.

The Director of Student Affairs, after consultation with the Committee on Student Affairs, will pass upon all such requests and will grant such permission if, in his judgment, the proposed operating budget and related pertinent data reasonably warrant the assumption that the chapter can operate successfully as a student housing unit and living group.

(2) Men's social fraternities may occupy temporary living or club quarters for the duration by securing permission to so operate from the Director of Student Affairs.

(3) In order to assist in maintaining an adequate membership in each chapter and to cooperate in carrying out the purposes announced in Article II of the Constitution of the Men's Interfraternity Association (see Exhibit A), the University will:

- (a) Reaffirm its recognition of the fraternity living groups and their houses not only as an essential part of the housing facilities of the University but also as an integral part of the University academic and social life as set out in the Petition for Recognition of Fraternities presented to the State Board of Education and granted by the Board on April 12, 1934. Therefore, no student is to be penalized or treated in any different manner from any other student merely because he is a member of a fraternity.
- (b) Publicize the availability of fraternity living groups and the type of associated living which is possible from membership in a fraternity in all housing announcements, bulletins, and catalogues, giving the same treatment to fraternity living quarters and accommodations as is given to dormitory and cooperative living quarters and accommodations.
- (c) Quote in such publications the minimum and maximum fraternity charges for the semester for board, room, chapter dues, and initiation fees so that the cost of fraternity living can be readily compared with the cost of dormitory and cooperative living.
- (d) Explain in such publications that the board and room items in the fraternity "house bill" are the only figures which are comparable to the charges in dormitories and cooperatives and that the initiation fee and chapter dues are in addition to board and room charges and cover extra services and benefits which can be ascertained upon inquiry from the fraternities.

- (e) Consider the minimum and maximum charges for fraternity living in conference with fraternity leaders or the manager of the Fraternity Business Service in establishing the rates for dormitory and cooperative living so as to have the charges for board and room in University owned living units on a similar basis to the charges in fraternity owned living units. Neither the University nor the fraternities are to be bound by the other in fixing charges and rates because differences will depend upon variations in accommodations and services to be received.
 - (f) Permit the transfer of pledges from dormitory and cooperative groups to chapter houses without penalty, as soon as the dormitories are again operated as student living quarters.
 - (g) Administer student aid, including tuition exemptions, scholarships, loan funds, and University employment, on the basis of intellectual ability, scholarship, personal qualities, and financial need and without regard to affiliation with any student organization. A poor man's son as well as a rich man's son is to have the right, as a part of his educational program if he is able to finance it and so desires, to fraternity group living; the thrifty are not to be denied fraternity membership merely because they are poor and hence fraternities will not be denied access to a certain group of the natural leaders of men.
 - (h) Confer and consult with available fraternity leaders on the campus or with the manager of the Fraternity Business Service before taking any action affecting fraternity group living and give reasonable notice of any action which is taken so the fraternity groups may adjust themselves accordingly. To facilitate such consultation each fraternity having a charter to operate a chapter on this campus is invited to name one alumnus as a member of an Alumni Interfraternity Committee.
- (1) To integrate the fraternity system into the general University student housing and group living program. University dormitories, cooperatives, and fraternity houses are each to be considered as constituting an integral part of the general plan of University housing and group living and every effort will be expended to insure full occupancy of all group living quarters whether University or fraternity owned.
- (2) To assure, in so far as is possible, solvent, successful, and effective operation on the part of each individual fraternity chapter as a housing unit and living group.
- (3) To maintain different types of living groups so that each student after the War may have a choice of dormitory, cooperative, or fraternity group living as a part of his educational program in order that he may utilize non-classroom time in such a way as to supplement the work of the classroom in his individual development.

Very truly yours,

(signed) C. WOODY THOMPSON

Director.

Exhibit A

Article II of the Constitution of the Men's Interfraternity Association

The purpose of this association is to provide a vital and articulate social instrument through which (a) the welfare of students living in fraternity houses will be promoted; (b) through which the high ideals of social fraternities may be preserved and the problems common to them all, may be solved; (c) through which policies for interfraternity accord may be established and administered; (d) through which the fraternities and the general administration of the University may cooperate in their support and promotion of the ever onward march of education in its service to the individual and the state; (e) through which the six following criteria promulgated by the National Interfraternity Conference may be administered:

- (1) "That the objectives and activities of the fraternity should be in entire accord with the aims and purposes of the institutions at which it has chapters.
- (2) "That the primary loyalty and responsibility of a student in his relations with his institution are to the institution, and that the association of any group of students as a chapter of a fraternity involves the definite responsibility of the group for the conduct of the individual.
- (3) "That the fraternity should promote conduct consistent with good morals and good taste.
- (4) "That the fraternity should create an atmosphere which will stimulate substantial intellectual progress and superior intellectual achievement.
- (5) "That the fraternity should maintain sanitary, safe, and wholesome physical conditions in the chapter house.
- (6) "That the fraternity should inculcate principles of sound business practice both in chapter finances and in the business relations of its members."

That is the letter that goes out over my signature on Saturday, barring the unexpected.

We are working now on the whole process of reorganizing our fraternity business service, on whether we shall go on as a semi-public corporation or not; we are now working in the area of the counseling program. We expect to give this manager sufficient technical management skill so he can become student counselor working out of our Office.

We would like to get a system set up whereby we can underwrite, as a part of the cost, the tuition, or maybe the room cost of preceptors, if the group can find one it likes and we approve.

I personally would like to see the University buy every fraternity house that comes on the open market if the price is right.

And finally, I want to say to you that the policies on fraternities are not fixed by me but by the Sub-committee of the Committee on Student Affairs, and that Sub-committee will be the same persons

as those who are managers, or rather on the Board of Trustees of our fraternity business service. By that process we will have a complete inter-relation of the business and educational policies towards fraternities. I think you see our philosophy is to attempt to integrate our fraternities into a positive plan of group living and make them just as essential a part as are the dormitories, cooperative and standard.

I think, Mr. Duerr and Mr. Wilson, that answers your request for suggestions that we should make on a positive program. We think we have something in this that will improve both the fraternities and the University.

CHAIRMAN BURSEY: I think you will all agree that Iowa has at least made some very definite suggestions and contributions to the problem which we have been considering. I might say I gave Dean Thompson more time than I can give any of the rest of you because he had a very definite plan that he wanted to put forth.

Another subject that more people expressed an interest in than others was the fourth point, which was what could be done towards a greater and more sympathetic alumni support contributing to the local fraternity program.

Mr. Beam, will you give your ideas on that subject? Mr. Beam, of Phi Delta Theta.

MR. PAUL C. BEAM (Executive Secretary, Phi Delta Theta): I think in approaching the problem of alumni support to our fraternities we make the very serious mistake of overlooking the fact that our alumni ought to be a very real part of our chapters.

I think there is too often the feeling among our chapters that they—that particular generation of students constitute the chapter. I think we must somehow instill into the minds of these boys that these lads who are the particular custodians of the chapter at any given moment are only the temporary custodians; that the fraternity is constituted not only of those lads who may be in the chapter at any particular moment, but those who have gone before.

I think during this time of war we are seeing some remarkable things done by our alumni in maintaining the identity of our chapters.

In our fraternity we have what are known as associate members, and under our statutes those men, alumni, can be elected to membership in our chapters and have all the rights and privileges of membership in fraternity, with the single exception of voting on new members. And under a special ordinance passed by our governing body, in the event there are no undergraduate members of our fraternity available to elect new members, then our associate members may even do that.

Therefore, if by some concrete action such as I have suggested here, alumni are actually brought into active membership in the fraternity at this time, I think there is a very great possibility that that sort of thing may continue on over into the postwar period; and it can be done with conspicuous success.

You know, there is nothing like giving an alumnus a definite job to do if you want him to be a real member of his fraternity and if you want him to contribute to the fraternity situation.

Woody Thompson has mentioned, in his report on the Iowa plan, the formation of an alumni interfraternity council. There has been all too little done in that direction, and the associate membership plan—the plan of bringing the alumni into active participation in chapter affairs would contribute towards a more active, a more constructive interfraternity alumni council.

Let me say, too, that by electing alumni to membership in our chapters, not only do they enjoy the rights and privileges of membership, but by the same token they have to assume the obligations of full membership; and therefore, they must pay dues, just as active chapter members do, and hold up their part of the financial situation. There again, you see, by having a financial stake in their chapters they are bound to take a great deal more interest than they would otherwise.

I think there is another point in alumni relations that has been woefully weak in the past. That is, that in selecting our alumni advisers—single advisers and advisory groups—we have been prone to select men who are not intimately acquainted with the college or the university and its problems. We may have a doctor or a lawyer, who may be fine men, but who could not furnish the proper liaison between the chapter and the college or the university.

It has been my ambition for some years, and it shall continue to be my ambition, to bring into our advisory groups men who are more closely identified with the colleges and the universities, because in that way you have men who will understand and be sympathetic with the college and its problems, and who will be in good position, then, to present the case of the fraternity to the institution.

I think we have depended too largely upon one or a mere handful of men in each community. We are moving in the direction of large advisory committees, with definite responsibilities on each and every member, and I think that is a move in the right direction.

What I mean by that is, one man may be in charge of the finances of the chapter, while another may be interested in the chapter scholarship; another may be interested in the rushing and the pledge training and the initiation ceremonies, and that sort of thing. The whole point is that the more men you can get interested in the chapter the better the results will be. So I think we ought to move in that direction, too.

CHAIRMAN BURSLEY: We have had an alumni organization for at least fifteen years. Some years it has functioned very effectively and most of the years it has not. It depends very largely on whether or not there is a live issue that comes before the group. I hope that you will have better success with your alumni group than we have had.

The next point I want to mention is that brought up by the proposal to have fraternity advisers.

About eight or ten years ago, our Board of Regents offered free tuition for any preceptor or adviser, if the fraternity would supply board and room. That man was supposed to live in the house and be like an older brother to the men in the fraternity.

The first year we had that in effect I suppose we had five or six fraternities that took advantage of it. Gradually they dropped off. They said they couldn't find the men.

The fraternity chapters asked the national organizations to help get these men, but they just didn't come in.

We found the best ones were men who were alumni of other chapters of the same fraternity. It does not work to take a man and put him back in his own chapter, particularly if he has only been out for a year or two. He is too close to the picture.

The last point I want to mention briefly is that having to do with finances.

About eight or ten years ago, at our request, a committee was appointed by the National Interfraternity Conference to come to Michigan and make certain suggestions to us as to how we might better improve the relationship between the fraternities and the University.

One of the suggestions made there had to do with the financial arrangements. Acting in accordance with those suggestions we have required, since that time, that fraternities submit, at the beginning of the year, a budget; and every month they submit a financial statement showing the amount of money that has been received and spent during the preceding month.

If at the end of the year any fraternity has over \$200.00 in accounts receivable, or \$500.00 in accounts payable, they are automatically closed. They close themselves.

The first year that was in effect there were fourteen fraternities that closed in June; and all during that summer my assistant and I spent a great deal of time with representatives from the alumni and from the undergraduate chapters, getting their financial conditions straightened out.

As I said, the first year there were fourteen of them. The next year there were five; and since that time there have been none. They pay their bills and collect the money from their members, because they realize that if they don't they close themselves.

One of the men who was on the committee that made those suggestions is here today, and I am going to ask him if he will speak on this same subject. That is, what the alumni can do to help in this problem. Mr. Sewell.

MR. MALCOLM C. SEWELL (General Secretary, Sigma Nu): It was about 1933 when several fraternity secretaries were invited to attend the meeting of the Deans in Columbus, Ohio. Dean Bursley asked for the help of the fraternity secretaries' association, and the fraternity secretaries' association sent a committee of four. We

attempted to set up a yardstick for the fraternities at Michigan. We presented our recommendations to Dean Bursley, and then he asked us to meet with Dr. Ruthven, the President.

Dr. Ruthven said, "Well, these recommendations are a little foreign to what has been the attitude of the University of Michigan. That is, we've kept hands off."

My reply, as spokesman of that committee, was that fraternities were only on the campus at the grace of the University.

Now, going back to Dr. Duerr's statement. The approach to any of these problems I think must be based on whether or not the college or university considers fraternities capable of contributing to the educational program of the college.

If the college or university values the potentialities of the fraternities, then I believe the college should cooperate with the fraternities in helping them to fulfill their function.

Now I would suggest this concrete way of bringing about closer cooperation: If a college president has criticisms of the way fraternities are functioning on his campus, and yet values fraternities, if that president would write to the general offices of the secretaries of the fraternities concerned, having chapters on his campus, citing what he would like to see corrected, there would be immediate cooperation.

That might be in several ways. I think it might be possible to have a number of the secretaries of the fraternities headed on that campus call, and at the same time confer with the president and the dean. The fraternities could furnish the names of key alumni, located at that college, to whom the problem could be referred; and they could be asked to confer with the president and the deans.

Where there are fraternity alumni on the faculty, the administration can be very helpful if they will make it known to those faculty members that they expect them and want them to work for the chapters of their fraternity.

As any chapter on the campus is improved, you are helping to improve the level of all fraternity chapters, and, you might say, the level of the whole student body on that campus. But in too many cases we find that the attitude of the faculty members is, "Well now, we can't serve as adviser of our chapter. It just wouldn't do for me to have it known that I was taking an interest in my chapter."

Of course, personally, I feel that is entirely the wrong attitude, and I believe the college administrations could correct that feeling on the part of the fraternity members who are on the faculty.

CHAIRMAN BURSLEY: Mr. Enteman, who is the Chairman of the National Interfraternity Conference War Planning Committee, has indicated an interest in the second or third of these items that we have talked of—that is, what degree of supervision of fraternity houses should the college furnish; and he also has suggested one or two other points on which he would like to speak.

I would like to call on Mr. Enteman.

MR. V. C. ENTEMAN (Vice-Chairman, National Interfraternity Conference): Mr. Chairman, I think what I have to say is probably directed to the second point more than to the third.

One thing that struck me in fraternity affairs for a long time—is that the fraternities are too much on the defensive all the time. I suppose that is probably an outgrowth of our college days.

It seems to me that a complex has almost developed in the attitude of fraternities towards deans and college administrators so that there is a situation where they are always prepared to defend themselves, always afraid of what the administration is going to do.

There is no doubt that the fraternities need the colleges; but, gentlemen, the colleges also need the fraternities; and if any particular institution doesn't need a fraternity or any fraternities, then it is time for that institution to get rid of that fraternity or all of them.

I do not see why there can't be more of a give-and-take attitude between the college officials and the fraternity representatives. The fraternities' representative should be a big enough person to take whatever criticism is given him by a college official, and not try to defend the fraternity—admit it is wrong and correct it. And if a college official sees that that fraternity representative refuses to take fair, honest, and just criticism, then I think it is time for that college official to consider whether or not that fraternity should maintain its chapter on that campus.

On the same score, if the fraternities have some just and honest grievance because of the attitude of the college administration towards them, likewise the college officials ought to be able to take that honest and just criticism in the same way.

In the post-war planning work of the National Interfraternity Conference, we have set down certain subjects which cover the field. And the committee has been divided into five sub-committees; they are considering and reporting on these subjects.

First—what is positive in the fraternity system and should be continued?

Second—what is negative in the fraternity system and should be abolished?

Third—what is to be desired in the fraternity system and should be included?

Fourth—what part can and should the alumni play in the fraternity system in the post-war era?

Fifth—and just as important as all the others—what attitude should national fraternities adopt in the post-war era in considering expansion, and more important, the re-establishment of chapters in institutions where those chapters are now dormant, in order to dignify the entire fraternity system?

There will undoubtedly be a report of the Committee of the whole submitted at the next meeting of the Conference.

That last subject especially is a very important one, and I can assure you there are rumblings in the fraternity field against colleges because they are always asking for something and giving nothing.

At my own college last spring, rushing was abolished. It was abolished by the president of the college calling together the undergraduate council, consisting of 17-year-old or 18-year-old boys, few of them versed in fraternity affairs because they were either freshmen or sophomores, due to the war era, and saying to them in effect, "Well now, boys, I think that rushing ought to be abolished; don't you?" The boys who were there said, "Yes, Mr. President, we do". And it was abolished.

I suspect that is in part the fault of the officials of the college. That isn't the way to attack a problem. If rushing should be abolished, let's put it on the table and both of us give and take on the thing. As a result of that, the fraternities at that college are on the defensive; they are constantly skeptical as to what may come next.

So that, gentlemen, I think the very important thing in this relationship with fraternities is to realize that we need the colleges—yes—but you also need the fraternities. If you don't, then you had better ask us to leave that institution—or if you don't want us, then you should let us know and we will voluntarily withdraw. It seems to me that this will be the ideal opportunity, because practically an entire generation will be gone insofar as their undergraduate life is concerned. It is important to the colleges because, as I said, there are rumblings in the fraternity world which must be stopped; and they will only be stopped if the fraternities realize that the colleges want them just as much as the fraternities want the colleges.

CHAIRMAN BURSLEY: I think all of us will agree that not only the fraternities but the colleges themselves are very fortunate in having as Chairman of the N.I.C. Post-War Committee a man with as broad a grasp of the problems confronting all of us as has Mr. Enteman.

The first topic that was suggested was, "Are fraternities undemocratic, and what remedies can be suggested for improvement?"

Dean Moseley has indicated that he would like to speak on that subject, and we will give him this opportunity.

DEAN MOSELEY: Mr. Chairman, I have changed my mind. I would really like to speak on the subject that has been before you, but I think I can mention what I think about the democracy situation in just a word or two.

I think fraternities are democratic. It depends a good deal on your definition of democracy. If you base it solely on admission, as most people do, when they argue it, then you might as well break down and admit that fraternities aren't democratic and never will be. And the same applies to our homes, to our churches, to our institutions, and even to our country. It isn't democratic on the

rule that is applied against fraternities because we do not admit anyone into this country regardless.

I always look on fraternities like the little colleges at Oxford. They are most democratic because if you are a member of Magdalen or Balliol, Christ Church or Merton, then you are entitled to everything that goes on in there. There is nothing out of which you can be kept.

And the same with the fraternity. If you are a member of the fraternity, that fraternity cannot have anything without your right at least to apply.

I think if any charge against democracy can be levied at fraternities, it is probably more from the inside than from the out. And certainly there is one disruptive thing, the cancer that eats at every corporate existence, which is snobbishness—the formation of cliques and compacts and hierarchies and ruling groups. That is the danger you have to watch and fight against, and not so much the democracy on the campus itself, because I truly believe that fraternities practice democracy on the campus, and they teach it.

CHAIRMAN BURSLEY: I do not know of anyone here in this group who is better qualified to follow a man such as this than my friend on my left, Dean Lobdell; and I am asking him to speak on any one of these subjects that he wishes.

DEAN H. E. LOBDELL (Massachusetts Institute of Technology, Cambridge, Massachusetts): I think what Mr. Enteman said has a pretty broad, far-reaching view on this situation. Here we have a situation of fifteen to twenty years, as he said, in which each side has been on the defensive. God knows, the deans have been on the defensive with fraternities; and we have come to a situation where the fraternities have had to pull in their horns.

I don't like this word "activation"—"reactivation". It seems to me that belongs on a marvelous program. If it has any implications at all, it is connected with the A.S.T.P. The word "activation" is a very bad one. "Revival" I don't think is good because that implies a starting up of these dormant chapters under the stress of emotion. It seems to me that is what the fraternity system and the deans don't want.

Here we have a number of dormant chapters in every national fraternity. Some of those chapters are good ones—have been in the past. Some have not been, speaking from the viewpoint of the national fraternity and from the college. Generally speaking, I think those views coincide as to a particular chapter's classification. Thus, a bad chapter of a good fraternity is very apt to appear to a college as one of its own bad chapters. Every national fraternity has a number of chapters they have not been too proud of, over which they have cringed when they have been mentioned publicly; and I think the same is true of every campus.

When it comes to the selection of those dormant chapters with

respect to setting them in operation again, if that is done in any helter-skelter fashion, either by the fraternity or by the college's influence, under the stress of emotion and pressure, either by the fraternity that wants to expand and grow, or on this rather over-worked plea that if they don't grow they will stand still; or on the part of the college that wants to get back its full line of goods, to attract the civilian postwar trade—that is going to be one situation.

What I am trying to say is this: There is going to be a lot of pressure to bring in the old times—the full set-up. This college ought to have fraternities and more fraternities, and all its old chapters back—and on the part of the national fraternity there will be the same thing. I hope the national fraternities will look at it rather coldly and not be in a great rush to get back the chapter roll that it did have, either as to numbers or as to the particular chapters.

I think, in other words, that the curse of bigness, which has been on the fraternity system and on the colleges, can be dissipated. Now is the chance to get that off our backs.

I don't know the situation at Iowa, but I was interested in listening to that set-up; and it seems to me that is essentially a step to say to the fraternities, "Here is what we propose to do. We want you; and we propose to do our best to see that you come in and go together on this." That is the kind of thing that is going to bring the situation which will be very much happier for both sides ten years from now than the situation was just before the war.

CHAIRMAN BURSLEY: Mr. Lobdell has brought up the subject of housemothers, which is one of the subjects that was suggested; and I think perhaps this might be as good a time as any to call on one or two of the men who have indicated a desire to talk on that subject.

First, I might read to you—if I may—the action taken by the Interfraternity Council at the meeting last fall. This resolution was presented to the Council and acted upon as follows:

"Whereas, the experience of many years has demonstrated the value of housemothers to fraternities; be it

"RESOLVED, That the Conference recommends to all member fraternities as part of their postwar programs the employment of a housemother for each fraternity house, and directs the Executive Committee to implement this recommendation by sending member fraternities and presidents and deans of the colleges copies of this resolution."

I don't think that has been sent out as yet, has it? That resolution—copies of it have been sent, have they? Yes, that's right.

"Stew" Daniels has indicated a desire to talk on that subject. We give you the chance right now.

MR. STEWART D. DANIELS (Executive Secretary, Alpha Tau Omega): It seems to me that the housemother plan if it is imposed,

you might say, on every fraternity on every campus, will involve certain physical changes in the fraternity houses in some instances. Certainly the adoption of such a program must be set at a date far enough ahead to give fraternities an opportunity to make that adjustment conveniently.

I do believe, however, in this period which we are approaching—the postwar period—when a great many men will be returning to their chapters—men who will be matured far beyond their years because of the experiences they have had—we will have an opportunity to provide not exactly a substitute for the housemother but sort of a resident counselor who, in a way, will do much the same thing. I think it is a good opportunity to use that talent, and it may bridge that gap until fraternities can provide quarters for housemothers in their chapter houses.

The average implication of a housemother is that she is more or less there to provide a kind of cultural uplift and to give a little atmosphere about the house. I believe it is entirely feasible to enlarge the scope of her duties so that she becomes a house manager. She can still grace the house socially, and if she were functioning in the larger role it would be possible to increase her salary, and would attract more women to that occupation.

A school such as Purdue had for housemothers had its good points, but I think it could have been much improved by including two or three successful housemothers on the faculty. There are many of them throughout the country who are doing a grand job today. You men have them in your fraternities.

CHAIRMAN BURSLEY: You want to speak on another subject? You may if you want to.

MR. DANIELS: A subject which I indicated I would like to hear discussed, and perhaps participate in the discussion, too, was in connection with some of the problems incident to assimilating the servicemen who will be returning to our chapters and colleges. I think that is a real challenge—a real problem to both colleges and fraternities; and there are a number of questions that suggest themselves as we think about it.

When these boys come back, one of the things we will want to know is how many will return. Of course, that is an answer that nobody knows. How long the war goes on will determine somewhat the number who return. In other words, if it should continue three or four years, the men who have been in for that length of time, especially some of the men who were 21 or 22 when they went in, may be reluctant to return to school. They will think they should get into business immediately, or seek their fortune without perhaps the benefit of further college education.

When will they return? That is, will they be demobilized over a period of months or even years which we are given to understand is the plan now? In that event, we may have them drifting back over a number of school terms.

And after they return to the campus—and here is a question that involves each of you as deans—where will they be housed? Are they going to be housed in the chapter house? If a great many of them come back at one time, of course we know it won't be possible to house them all there. Where are we going to put them? Is a chapter annex feasible? Taking a leaf out of our experiences in the last war, there were a good many chapter annexes, and we know that one of the very sad experiences of those chapter annexes was the lack of any adequate supervision. That is a problem which the deans and the college and university administration very definitely will be concerned with.

The college dormitory is going to house a great number. That is obvious. And rooming houses and apartments will take care of many others.

From the fraternity standpoint in past years, one of our difficulties has been that some boys move out of the chapter house into apartments. If the administration permits that, the structure of the chapter itself many times is weakened. Not only is it a loss financially but sometimes it takes leadership that is necessary to the proper functioning of the house. The policy which you deans decide upon is important certainly to the fraternities.

What will be the attitude of these boys when they return to college? For our purpose it may be divided into the serious-minded—and from that group, of course, we are going to get our leadership; the others are the irresponsibles, who will come back pretty much fed up with military regimentation and perhaps more interested in having a good time than in doing anything worth-while scholastically. I wonder for that latter group whether the colleges might explore the possibility of a glorified reorientation program. They have one for freshmen. Surely to help these boys make the transition from war to peace would be quite worth-while. Particular emphasis should be given to things they like to do—recreation—games of various kinds—and I am thinking of physical education games now—an extended period of reorientation, not just a week, but two or three weeks. Such a program will enable them to become reaccustomed to the college environment before tackling again things academic.

Then, of course, in considering the assimilation of these boys who are returning, maybe we ought to say a word about the assimilation of the civilian students—these seventeen and 18-year-olds. Pending congressional action upon compulsory military training, we are going to have an idea how many civilians are going to be in school. Perhaps for the first year or so the predominant group will be servicemen.

Bringing those two groups together is going to present a real problem. If a number of civilian students are enrolled, from our fraternity standpoint, how many of them should be pledged? We all know freshmen are the lifeblood of the fraternity—that is, we must keep likely younger men coming along or the chapter will dry up.

What percentage of civilian students will be permitted to live in a house? Where are we going to house these returned veteran members? It seems reasonable that in a good many chapters fifty or seventy-five boys will return from service. If there is to be an average class of ten or twelve pledges, that means that not everyone can live in the house. Usually I believe it is desirable to have underclassmen in the house. That is a controversial subject, I recognize, and a good many of you will take issue with me on that.

In this whole program, however, we must depend—as Mr. Duerr said in his article in *Banta's*, a copy of which was sent to all of you, upon our alumni to carry through in this period. Mr. Duerr made the definite suggestion that a group of alumni sit down with the representatives of the college and university administrations and formulate a constructive program—a program that the college would go along with, and one that would be thoroughly approved by the fraternities.

Then just as we expect to have certain rationing continued for a time after the war, isn't it reasonable to expect that we shall need those alumni who in many fraternities are serving as officers today, to continue in that capacity until the management of the chapter can be turned over to this merged group of returning servicemen and seventeen or 18-year-olds? If we have set up a vital program that we expect to succeed, it seems to me that such an arrangement is the only way to help assure it.

As was said a little while ago, on some of the campuses where there are fraternity chapters, a small percentage—10 per cent, or something of that sort—do not have alumni advisers. That means it would be extremely helpful if fraternities could call on the college and university administrations in those instances to help guide and counsel them.

I think we all recognize that the fraternity would more nearly realize its potentialities if certain things were brought about. I agree heartily with Bob Enteman's statement that he loses patience with these people who are always putting the fraternity on the defensive. It is just like a person who is always shouting that the church has failed and education has failed. Each may have failed to reach its greatest potentialities, and I think the fraternity is definitely in that category—it has failed to reach its greatest potentialities, but at the same time its achievements are well worth-while.

It could do a better job if—and here are some of the "ifs"—Number one: if houses were cleaner and neater. I think our housekeeping in the fraternity system is atrocious. How can we remedy that? One of the universities that does the best job in helping fraternities to do better housekeeping, in my opinion—is the University of Michigan.

It is usually my observation that when a house is clean and neat it is a pretty good chapter that lives there. I would much rather have it said that my house was the neatest and the best-kept house on the campus than the costliest house. Certainly too much emphasis

has been given to the cost of fraternity houses. That is a place I believe college administrations and deans should impose limitations and regulations.

Number two: That there be less emphasis on intramural and other extra-curricular activities. I think perhaps the physical education program which is in prospect in colleges, of much greater magnitude than we have known before, will help to take care of some of these intramural activities that have really gone out of bounds.

Number three: More unselfishness within the chapter. There isn't much that you can do about that, I suppose, however I do have this one definite suggestion to make. I think out of this war period we have another fine opportunity to undertake a vital project which will lift the tone and the morale of a chapter.

Here's what I mean. We had a chapter some seven or eight years ago that was composed of a group of boys coming from well-to-do homes. The chapter was rather self-satisfied; and that chapter pledged a blind boy. Every member in that chapter, at some time or other, took turns reading to him. He graduated a Phi Beta Kappa.

That young man today, largely I think as the result of his fraternity experience, and his opportunity to live with and know men, has a splendid position with the International Business Machines; and his job there is to find places in that organization where people not only blind but handicapped otherwise can work.

The fraternity is particularly well qualified to do a job of that kind. After this war is over, there will be hundreds of boys coming home, some of them to hospitals but a good many of them able to go to universities. If he is a well-to-do boy he will have plenty of money; and if not, he will be subsidized by the government, so why should the fraternity bother with him?

There isn't any place he can get what the fraternity can give him. It is an opportunity to render service to that boy; and in rendering service to him, the fraternity helps itself.

You deans, I believe, can help interest the fraternities on your campus to engage in such projects, which seem to me vital if the fraternity program is going to become increasingly worth-while.

Then, finally, and I don't mean at all that these four "ifs" I am giving you are all-inclusive, our chapters would be stronger if the cultural and the spiritual level were raised.

The employment of a housemother is one means by which that has been accomplished. The resident counselor, tutor, or preceptor, or whatever you want to call him, is another way in which that is accomplished. One of his functions is to guide the conversation in the house, to higher levels, and to encourage a discussion of topics that are worth-while.

It may be timely, since this is an election year, to suggest that the N.I.C. platform for the postwar fraternity should include these four planks, namely, better housekeeping; less emphasis on extra-

curricular activities; more unselfishness among chapter members; higher cultural and spiritual levels for our chapters.

CHAIRMAN BURSLEY: There is one other man who was down on the program here to speak, whom I would like to call on now. He is one of our hosts—Lauren Foreman. He has indicated an interest in the problem of the housemother, and also of whether or not fraternities are democratic.

MR. LAUREN FOREMAN (Eminent Supreme Recorder, Sigma Alpha Epsilon): First, on the housemother proposition. In my Fraternity, Sigma Alpha Epsilon, we thoroughly favor the housemothers. I realize perhaps that there may be situations where it is not practicable to have a housemother, but we have found, by and large, that our chapters that do have housemothers are better than those that do not. We are very much in favor of the idea, and we are trying to influence our house corporations, wherever it is possible, where suitable quarters are not provided, to make the necessary expenditure to provide such quarters.

I think, as in the case of some of these other subjects that have been mentioned, that is really one about which there is not much room for argument.

There is one other point I think important for the stability of the fraternity chapters, in which the deans could probably be of considerable help in a good many institutions—and that is to try and get everywhere some kind of professional or institutional accounting service for the chapters. That is another proposition on which we are sold a hundred per cent.

The fraternities have gone along with the idea of coming back, from a good many years ago, and having a student act as the treasurer or house manager; and that might have been all right when the chapter consisted of from fifteen to twenty men, and they were living in a rented hall, were using a rented hall, and all the treasurer had to do was collect the dues and pay these very modest expenses; but when it comes to doing the accounting for what now is really a large industrial job, in operating a house with forty or fifty men in it, it is just too much to expect any student to do. If the experience of other fraternities is similar to ours, the occasions on which such student treasurers do good jobs are really very rare.

Of course, these professional services can only operate at the large institutions where they can get enough chapters to furnish them a suitable clientele; but the institution itself—as some have done—can provide that sort of a service; and I personally would like to see that service provided everywhere that it is not now provided.

I think the democratic proposition has been covered, and I can only say there that I think the fraternities are about as democratic an institution as any you will find anywhere. I know of no other place in the United States where a boy can work his way through school by waiting on table or washing dishes or performing other menial tasks, and not let that interfere with his social standing.

That, after all, I believe is the acid test that the fraternities as organizations are not unseemingly undemocratic.

DEAN MITCHELL: On this question of the postwar planning for the fraternities, I would like to point out a few things which have come to our observation and which we are now practicing.

It has been said, and I think it is true, that the fraternity advisers' association is a factor in this picture. I think there is one point we have lost sight of pretty definitely and that is this: That any planning which any group is anticipating, or is doing at the present time, should take into consideration not only the fraternity advisers' association and the administrative officers of a given school, but likewise the boys of the undergraduate chapters who are in school.

The second thing is it is almost inherent in any sort of a postwar program that the institution itself must make known to those groups with which it is planning, the things that it—the institution—expects the fraternities to do. In other words, there should be an integration of the fraternity activities and the college activity into a unified pattern. The fraternities, to be effective and live up to their ideals, as we have discussed them this afternoon, must, of necessity—and it is imperative—know exactly what the institution wants. It is exactly the same thing that the institution should make known to them. Unless you integrate the whole fraternity movement and make it an integrated part of the overall educational pattern of the institution, I feel that we are going to have some rather severe headaches, pretty largely of our own making. Therefore, it is a program that we have under operation at the present time in which the fraternity advisers' association, together with the undergraduate group and the advisory or administrative officers are working together and will have a unified program to suggest.

MR. GEORGE BANTA, JR. (National Interfraternity Conference, Menasha, Wisconsin): Mr. Chairman, this discussion this afternoon has impressed me, and particularly what Dean Thompson said about the willingness or his desire for the University of Iowa to take over the fraternity houses as they were offered. I think the question of housing of the fraternities, as well as college students in the future, is one that is going to have to be given a good deal of thought.

I have always been ashamed of the fact that one of the reasons why fraternities perhaps existed during a certain time was the fact that they had taken over the housing of students and therefore, whereas the university might want to do away with them, they were unable to do so.

I don't think the fraternity will ever come into the full realization of its possibilities as long as it is considered as "quarters-conscious"; and I hope that what Dean Thompson said is something that will be given some consideration, because I think when fraternities have an opportunity to do something besides operate boarding houses and be in the real estate business, they will then come closer to realizing the functions which they profess to believe in.

DEAN GOODNIGHT: One of the major difficulties that we see in considering postwar plans, which we haven't gone very far with yet, is the immense expenditure that fraternities have made in their houses—the enormous investments of some of them.

We built at the University a dormitory for eighty men at a cost of \$80,000.00; and the men are as comfortably and adequately housed in that as they are in the grandest fraternity houses on our campus; but a fraternity that will spend \$70,000.00 on their house, for twenty-five men, will build at a cost of approximately \$3,000.00 a man—whereas, the University builds at a cost of \$1,000.00 per man. You simply can't put that much investment into your house and then expect to provide rent and board at anywhere near a comparable figure with that which the university can make with its much cheaper investment.

That is one matter that has bothered us considerably in our general consideration of the whole proposition.

SECRETARY-TREASURER TURNER: I would like to ask a question, not on postwar planning but on present planning, and that is this: We have on our campus about 3½ million dollars of fraternity property. As far as I can see, we may have five hundred to seven hundred thousand of it occupied in some form next year, and the rest of it is going to be standing idle and empty.

We are looking for anything we can find in the way of suggestions on how to use that property. Does anyone have any suggestions as to how we can use a few hundred thousand dollars worth of property at this time?

DEAN MILLER: I attended my first meeting in 1925, and continued to attend along in 1925 to 1930. We moved to a new campus in 1929, and I heard the discussion of this problem. It is not at all new in this organization.

As a result of those discussions, when we moved to a new campus and all of our fraternities built new houses (we have twenty-one, I believe, that built houses out there)—I induced them to talk in terms of twenty-five and \$30,000.00, instead of sixty and \$75,000.00. They built houses that would take care of twenty to 25 men.

We have had only one fraternity that has lost its house in that period. All of the others are now in good financial circumstances. They are going to keep their houses, even through this period of severe stress.

Of course, they have all been taken over by the Army and Navy. The Army just recently released eight of them; and we just happen to have the big Douglas Aircraft Company in the neighborhood, and they have very politely offered to take all of them on a lease and use them to help solve their difficult problem of housing for war workers.

DEAN JAMES V. HAMPTON (University of Illinois, Urbana, Illinois): I have another question to address to Dean Bursley. Per-

haps you haven't encountered it, but if you have, what happens if a fraternity fails to or refuses to give the university the reports you ask for?

DEAN THOMPSON (Iowa): Are you addressing that to me? I assume you are.

The boys think they have to belong to the fraternity in the business service now anyway, so they don't see any compulsion in that, since practically all of the men's social fraternities have, as a matter of practice, belonged voluntarily.

This matter of collection of house bills is something that I think every alumni adviser on our campus is going to shout "Hallelujah" about.

DEAN HAMPTON: Dean Bursley said that the University sent reports, and based on those they might or might not close up the fraternity. What do you do if the fraternity refuses to give the report?

DEAN THOMPSON (Iowa): Of course, no fraternity could refuse to give a report to us if it is a member of the Fraternity Business Service, because the reports would be there, and while we wouldn't be fishing into their confidential records, I think there would be no problem of asking for annual statements.

DEAN HAMPTON: Is this Fraternity Business Service operated by the University?

DEAN THOMPSON (Iowa): It was a private business organization taken over ten years ago by the University. The University furnishes quarters, and after the war will furnish at least the cost of the head of it. That is another contribution we expect to make, which is to pay for the head man; and the fraternities themselves pay the operating cost. It is operated as a corporation not for profit but located inside the University.

CHAIRMAN BURSLEY: To answer your question as far as Michigan is concerned, these financial budgets and the financial reports are not submitted by the fraternities themselves, but through their financial adviser. We require each fraternity to have a financial adviser—one of their alumni as financial adviser; and if the report does not come in, we simply get in touch with the financial adviser and he contacts the fraternity treasurer to get the report. If they let them run too long, they are just closed—that's all. They know that.

MR. E. LYMAN (Director of Student Affairs, Northwestern University, Evanston, Illinois): Mr. Chairman, We have a peculiar situation here at Northwestern this year because I think we have all the machinery for fraternities, for relations with fraternities, and no fraternities to exercise that machinery. Consequently, from our point of view it is a very unusual and unhappy situation.

If I had come to Northwestern this year, perhaps for the first

time, and noted the situation on the campus, I would have said that the fraternities on the Northwestern campus were a damned nuisance; that they were irresponsible; that they accomplish nothing; that they inculcated no ideals, or anything else.

From my experience here I know what the answer is to that. It isn't the abolition of fraternities in any respect. It is the stronger, responsible fraternity. In other words, we are suffering from working with a group of 17-year-old boys and a few enthusiastic Navy men from other colleges, who have no idea of our traditions or anything else, instead of working with men who know our system and work with our system.

And quite frankly, the fraternity situation at the present time at Northwestern—and I suspect it is everywhere—is a headache because we haven't the machinery and the essential responsibility of the upper-classmen to work with.

What is the answer?

The answer is what you have obtained through twenty-five years of work in this field. I feel that the present situation is exactly what we would have at this time if there hadn't been groups such as the Interfraternity Conference, such as the Interfraternity Council, working—and these university fraternity boards, our alumni officials, working.

Now we are aghast at the situation. My feeling is a very deep thankfulness for the work that has gone on among the fraternities in the last twenty-five years, and for a tremendous sense of hope of what the future will bring with this organization, with its whole work of bringing the universities and the fraternities completely together.

So, out of a feeling of present disgust, more or less to some extent, I have come to Doctor Duerr's point of view—that the interests of the two groups lie together. And I am very hopeful, and as you know, very strong for the interfraternity system for the coming years.

CHAIRMAN BURSLEY: Dean Park, do you want to say anything about your system of handling fraternity accounts, and so forth, at Ohio State?

DEAN PARK: Just this: The question was raised a moment ago about compulsory auditing. We tried to face that back in 1930. We had a rather bad financial situation with regard to individual chapters.

At that time we began requiring those chapters that were in bad shape to have their accounts audited; and within three years the experience was so satisfactory that all came out of the dangerous situation in which they had been situated.

If you were asked on our campus about compulsory auditing today, it would be a puzzle to students. They just know that the University audits the books, and they have taken it for granted now for ten

years, and we believe that it is justified on the basis of the experience we have had.

Our fraternities are now in excellent shape. We are down to twenty-five social or general fraternities in active operation, but those that have closed have all closed with a surplus, and most of them have a nice bank balance with which to begin operations when better times arrive.

It may, on the surface, seem a bit undemocratic, but as it has worked out I think it has been to the benefit of everybody concerned.

DEAN CONGDON: May I direct a question to those universities that have auditing of fraternity accounts, namely, to what extent do the fraternities contribute towards the cost? How is that handled?

DEAN THOMPSON (Iowa): Mr. Chairman, at our institution it has all been paid by the fraternities because they get charges prorated against them.

DEAN CONGDON: How do those charges run?

DEAN PARK: It is on a percentage basis. Of course, the percentage is reduced as the budget increases.

MR. BEAM: I believe the general average is approximately \$30.00.

DEAN THOMPSON (Iowa): When we began in 1934, with our business service, I happen to have the figures, the entire operating cost per year for 1933 amounted to a few dollars less than eight thousand; and that was sixty-nine hundred in salaries, or almost seven thousand, with another thousand for a variety of things like supplies, postage, telephone, repairs, and the like.

The major item was the amortization of equipment in that remaining thousand. Half of that was the amortization of equipment.

DEAN CONGDON: That was handling how many fraternities?

DEAN THOMPSON (Iowa): At that time there were probably—including a few sororities—approximately twenty.

PRESIDENT JULIAN: Larry Lange, what does your percentage run?

DEAN LANGE: It is based on the gross receipts. It doesn't exceed—no matter how much comes in—a hundred dollars a year.

That brings up a question I wanted to ask. Do you prescribe the form in which the accounts must be kept, or simply audit the books in whatever form they are kept?

DEAN PARK: Delber, can you answer that?

MR. DELBER E. KINSEL (Assistant Dean of Men, Ohio State University, Columbus, Ohio): We said at the outset that we would audit an approved set of books. We, however, proceeded to recommend a set of records that would be adequate and usable by these more or less inexperienced fraternity treasurers.

DEAN LANGE: When the national office sets the form for the books, what do you do?

MR. KINSEL: In only one case are we using now the forms prescribed by the national office.

DEAN LANGE: My problem there had been that in trying to get the last couple of fraternities coming in, there were two forms. Our national office tells us we must keep our books in such-and-such a form, and therefore we can't come in. That was their answer.

PRESIDENT JULIAN: But don't you know what percentage charge on the gross business is made for that service?

DEAN LANGE: One per cent.

PRESIDENT JULIAN: All right; that was what I was trying to get.

DEAN BUNN: Here is a procedure, in answer to your question. In general, our policy has been to leave the development of fraternity policies to fraternity men themselves, which is the full democratic way, rather than dictate what they shall do. I am not sure we are making progress very fast, and I am very much impressed with the proposal that Dean Thompson made.

With respect to finances, however, I think some progress has been made. This is the procedure. There are twenty-four fraternities on the campus. They hire a full-time auditor for \$200.00 a month, and that man audits their books and checks them each month. In addition, he has been hired by the sororities; and then he goes to the University of California part-time and does work with them. So, he has a pretty good job out of it. The \$200.00 a month is paid by the twenty-four fraternities.

The group having to do with this consists of six fraternity men; two faculty members; two alumni members; and the Dean of Men. You see, it is a student-controlled body. That is all with respect to the finances.

While I am on my feet, Mr. Chairman, if I may say two other things in answer to Fred's question with respect to the utilization of the fraternity houses from here on, any policy or any plan that is adopted will be peculiar to the particular locality.

We are doing this: We are housing some of our University employees, and plan to use the buildings more for that.

We have organized an officers' club. There are still some officers around, and they are using one house.

We have discussed the plan and will probably use it for married students on a cooperative basis. They have requested it. Some of the alumni advisers have decided if they can't rent them so as to get some revenue, they will move into the houses themselves, to keep them from deteriorating—which I think in many respects would be a very good plan. By so doing, they can probably accommodate a few of the fraternity members who are still on the campus.

There probably will be some women housed in the buildings if there is an increase in registration among women.

That is one plan that is being worked out, and some of it is already in operation and seems to be going satisfactorily, the point being to take care, if possible, of the overhead expenses during this time of inactivity.

The next and last point I would like to make, Mr. Chairman, has to do with the discussion of cooperation, about which a great deal has been said.

Among those were exactly the same points that have been discussed here this afternoon—housemothers; scholarship; liquor; finances; good housekeeping; the cleanliness, and so on. And I reflected back a little, and all that I could see that has been accomplished really was that our financial situation was one that had developed beyond, or during this twenty-five-year period.

All of which brings me to this particular point in connection with cooperation: As I said at the beginning, there has been a policy of permitting the full democratic procedure to operate. I am not sure that the progress is fast enough by that, or maybe we are just a little bit too impatient—I don't know. I do feel there must be a more aggressive policy adopted; and in the carrying out of that policy I firmly feel that not only does the college have a responsibility, but I think even more so do the fraternities have a responsibility; and by that I mean the national organizations.

Each chapter is paying good money to its national organization, and I frankly feel that out of that should come more than just this recommendation and that recommendation. I firmly believe that the recommendations that are now out with respect to the postwar period, issued by the National Interfraternity Conference, should be dovetailed with the policies that are adopted on each particular campus; and when those are put together, that not only should the college with the students, but just as firmly and enthusiastically should the national fraternity organization itself bring pressure, if you choose to use that word, to bear to see that those policies are carried out. If we don't do that, the next twenty-five-year squib will look just exactly like the one that I just described to you here.

CHAIRMAN BURSLEY: I think that what you have said is absolutely true, but the difficulty as far as the National Interfraternity Conference is concerned, as I understand it, is that it has no authority. It can recommend. It is a group of self-governing bodies—self-governing fraternities; and there is no dictator at all.

DEAN BUNN: Each national organization has authority, has it not?

CHAIRMAN BURSLEY: Each national organization has an authority.

DEAN BUNN: And it is a part of the National Interfraternity Conference.

CHAIRMAN BURSLEY: But the National Interfraternity Conference as such has no authority to enforce any recommendation which it may make.

One point as far as the national organization is concerned and that is to the effect that the national organization itself in any fraternity is unable to accomplish very much without the support of the local Interfraternity Council. They can make all the rules and regulations they wish, but it is very difficult to get those rules lived up to or enforced unless the local group backs them up.

I think we will all understand the attitude of the national fraternities on Hell Week. Every one of them has taken a stand against Hell Week activities, and I think in most colleges at any rate there are still activities which come under the heading of Hell Week, in spite of all that has been done.

I think we have had a very interesting discussion this afternoon. I imagine we are all about ready to stop and take a rest before we avail ourselves of the invitation from Northwestern; but before we adjourn there are just one or two points I want to speak about.

We have spent the time this afternoon entirely in accordance with the outline in the program, discussing the postwar problems as they affect the fraternities and fraternity men. I am sure we all realize that the fraternity men on any campus represent a minority of the total number of students—total number of men students—and the problems of these individuals who are coming back as non-fraternity men will be even greater than those of the fraternity men because many of them will not have the point focus about which to revolve. They will be lost. So that we as deans of men will have a double responsibility as far as meeting these non-fraternity men is concerned, in helping them solve the problems with which they will be faced.

I want to thank the S.A.E. Fraternity and our host, Fred Turner, Lauren Foreman, John Moseley, and the other members of the group for their courtesy in allowing us the use of their building today.

And on behalf of the Executive Committee of the National Interfraternity Conference, I want to invite any and all of you who can to attend the next annual meeting which occurs the Friday and Saturday following Thanksgiving.

Mr. President, I will turn the meeting back to you.

. . . President Julian reassumed the Chair. . . .

PRESIDENT JULIAN: We will have Mr. Foreman tell us about the Temple before we have our announcements.

MR. FOREMAN: Dean Julian and Gentlemen: We are very happy to be able to have you meet in our building. We are glad to have you here and put the building at your disposal.

The building is unique in the fraternity world. There is nothing else exactly like it; and it is the development of the idea of the man whose name it bears. Some of you gentlemen now present knew Bill Levere. I presume that practically all of you have heard something of him as he was one of the outstanding figures in the college fraternity world and in the educational world for many years.

As the Historian of S.A.E., he went about the country and collected some very interesting and remarkable relics of the early history of the Fraternity. The problem immediately arose of providing some permanent place where they would be kept safe from the hazards of fire and theft and moving around.

Bill carried that idea in his mind and heart for many years, and after he came back from France, where he served as a Y.M.C.A. secretary, he conceived the idea of getting that building by proposing that a building be erected which would serve as the National Headquarters for the Fraternity, the repository of its library and museum, and also be a memorial to the members of Sigma Alpha Epsilon who had given their lives in the service of the Fraternity, not only in World War I but in the preceding war between the states, and the Spanish-American War, in which they had taken part; and in any other wars since 1856, when the Fraternity was founded.

That plan was adopted at a convention which we held in 1920, and work was begun immediately on raising the funds. As the plans went along, the idea expanded to some extent, but we were just about ready to go to work on the building when on February 22nd, 1927, Bill Levere died. It was immediately decided that the building would be named for him, and his ideas were carried out as far as possible in its construction.

The building speaks for itself, and we would be glad to have you look it over. You will eventually be in three or four of its rooms. You will be in the chapel this evening. I would like for you to visit the museum upstairs and look at the library, as well as these other rooms.

This room we call our banquet hall. You will note from the style of decoration here it is quite different from that of the rest of the building, this being convivial while the rest is very serious.

Across the way there we have what we call our Pan-Hellenic Room. On the ceiling you will find the coats-of-arms arranged in chronological order, of the thirty-nine older fraternities, and of twenty sororities. The mural paintings in there deal with events in the history of the S.A.E. and of other fraternities, one representing the founding of Phi Beta Kappa, and one which is purely an Evanston picture, telling the story of the record of a famous event in the history of Evanston.

The large mural at the end is a reproduction of Raphael's painting, "The School of Athens", the original of which is in one of the Vatican palaces in Rome.

One interesting thing about the art work on this building is that a young artist was brought here from Bavaria and worked for ten years in carrying out the decoration of this edifice. He did practically all of it, with the exception of this room and the murals and panels in the chapel, which are Biblical scenes, which were done by another man.

The question is often asked by people as to why this building was put in Evanston when S.A.E. was founded at the University of Ala-

bama. The reason for that is that Bill Levere had made Evanston the accepted National Headquarters of S.A.E., and there was no other place considered when the selection of a location for the building arose. Of course, added to that is the fact that Evanston is centrally situated, and is in many ways the most desirable location, particularly as we have the good fortune to be right across from Northwestern University. It is a very desirable place for such a building.

Naturally, one of the big jobs in any such undertaking as this is raising the money, and contrary to some economic or uneconomic ideas that are very prevalent at the present time, I am glad to tell you that it is all paid for.

The land, building itself, and art work in it, represent an investment of about \$425,000.00, out of which from the general funds of the Fraternity—that is, the boys in the active chapters—was paid less than \$25,000.00. All the rest of it came from special gifts and from alumni. I give you that just as information and not in any spirit of boastfulness.

That is what the building does represent, and there are contributions in here from a good many thousand members of the Fraternity; and in that I think we have had a great many men put their hearts into the Fraternity in a way they would not have done otherwise, giving credence to the Scriptural injunction that there where your treasure is there is your heart, also.

Just above this room we have the library, and above that is the museum, and the chapel, which occupies the whole of the east end of the building.

On the third floor we have a room where my secretary and assistant live. This, of course, is entirely distinct from our house on the Northwestern campus, our Northwestern Chapter.

You can see we have movable chairs in here. The meeting can be set up as it is now for one of your sectional groups, and tonight the chairs could be moved away for a dance, and for that occasion refreshments might be served here. We have a kitchen.

Sometimes we have our own boys. The Northwestern Chapter uses this building, and some of the sororities use it.

At the beginning of this emergency we offered all the fraternities on the Northwestern campus an opportunity to hold their meetings here, and several of them accepted.

The library upstairs is supposed to be the most complete fraternity library in existence. It is purely a fraternity library. We have two sections—one very largely made up of the bound copies of the magazines of leading fraternities and sororities, and a lot of fraternity magazines and catalogs, and histories. We have another section which eventually we hope, as the S.A.E. office becomes more prolific, will be made up very largely of their works—, and we have a large section of books by or about members of our Fraternity.

The panels you find in the windows in the library and in the

museum are the coats-of-arms of the various institutions in which we have, or have had, chapters, arranged in chronological order, with the establishment of the chapter and not of the institution. We start over here at the southeast with the University of Alabama, which was our mother chapter, and go around that room and upstairs. This painting at the end here (indicating) shows the University of Alabama as it was at the time of the founding of the Fraternity in 1856.

That remarkable-looking building in the center, which looks somewhat like an observatory, was the library, which was subjected to one of the most unfortunate and unjustified acts of vandalism that took place during the Civil War. It was burned by Federal troops, and I, being still somewhat of an unreconstructed rebel, have embalmed the names of the gentlemen responsible for that piece of vandalism in a printed panel which those damned Yankees can see when they come up here to look at it. (Laughter)

I think that will give you something about the building, and I want to say again, we are mighty glad to have you with us. (Applause)

PRESIDENT JULIAN: The meeting stands adjourned.

. . . The meeting adjourned at five fifty-five o'clock. . . .

FRIDAY MORNING SESSION

April 14, 1944

The meeting convened at nine-twenty o'clock, in the French Room of the Drake Hotel, Chicago, Illinois, President Julian presiding.

PRESIDENT JULIAN: I am sure this is going to prove a very interesting session. We won't even need to handle these immediate members of our Association as carefully as we have had to handle the Army, Navy, and Marine Corps in the past years—and I don't think we handled them any too carefully.

The first item on the program will be discussed by our good friend, Colonel Gardner, of the Army Specialized Training Program.

He will discuss, "The Army Specialized Training Program and Its Implications for Current and Postwar Planning". I think that is a very fortunate wording for most of the institutions that are represented here.

Colonel Gardner.

THE A.S.T. PROGRAM AND ITS IMPLICATIONS FOR CURRENT
AND POSTWAR PERSONNEL WORK

Lt. Colonel D. H. Gardner

The privilege of addressing this group is one which is not to be taken lightly. To be asked to tackle the subject dealing with the so-called postwar transition period of readjustment in education is certainly a distinct honor. I am not like the young lieutenant at Leavenworth who had to lecture to a group of colonels. He was badly scared but managed to pull himself up on the rostrum, then looked carefully over his audience and said, "There are ten thousand men in the Army who know more about this subject than I, however, since there are none here today I shall proceed with my lecture."

I repeat I am not in his position. Many of you have seen problems develop and have worked out their solutions and have looked into the campus "Crystal Ball" to see new answers and are more familiar than I with current and future tasks.

It has been my fortune or misfortune to have been connected with a military experiment in education which in spite of criticism has raised many interesting issues and challenges. Based on my meagre experience of the past year or so I propose to indicate certain major problems and challenges which in my judgment will face student deans in the, I hope, near future.

May I remark that such prognostications appear to me premature. I wish that we could win this war and then talk of postwar readjustments. I feel very strongly that the American public is having a tendency to "beat the gun" and to see a "November 11th" just around the corner. Nevertheless, good judgment dictates a forward-looking program at all times. However, let us not apply the brakes

to the war effort too soon, in order to mitigate the effect of postwar reactions and thereby endanger the actual winning of the conflict.

Evidence indicates that educators have not been assuming the leadership in the development of postwar programs and plans which they should. The past two years have given me an opportunity to get an overview of certain areas of higher education and to obtain a new perspective. To be quite candid, I have become alarmed at the failure of educational leaders to sense the influences which the war is having upon institutions of higher education and also at their failure to call the attention of the public to the future of an American society which will have suffered an hiatus in educated citizens. You do not have to be an alarmist to visualize a society five to ten years hence lacking men sufficiently educated to conduct the ordinary affairs of an everyday world. One example is sufficient—medicine. Most people assume that the armed forces program will provide sufficient physicians and surgeons for military as well as civilian needs. There has been no guarantee of this. Some medical authorities even predict that the present program will not meet the needs of the forces themselves.

I have asked myself many times lately why haven't the educators of the country risen up and through their many mediums of expression drawn the attention of the American citizenry to this situation? The only sound explanation seems to be that many, many people feel that the war will be over very shortly and therefore this dearth of educated people will be so small that it will do no harm. I sincerely hope that this belief is true but submit, gentlemen, that all evidence points to a long, bloody conflict of some years duration.

Those who have stood behind the scenes of American education must not lose sight of the fact that college administrators and faculties are regarded by lay people as being almost omnipotent. You and I who have stood in the wings and watched the show know that those viewing the performance from the other side of the footlights do not see the entire mechanism which produces and controls the performance. Sometimes when people approach college professors I have noted a look in their eyes which reminds one of the little boy who sees a screen star in person for the first time. Seriously, the American people expect educators to protect the educational system from potential dangers and to take the initiative in developing it to meet the needs of society. This theme could be expanded into volumes, my chief plea is for educators to break the bonds of their monastic existence and to face the concrete problem today—the saving of the American system of higher education.

My remarks have apparently taken me afield from the subject assigned but I feel that this major issue must be dealt with immediately by all educators,—presidents, deans, and faculties, and before the more detailed problems can be attacked.

To return to my original purpose of indicating certain challenges which I feel will arise in the postwar period which will affect par-

ticularly the student dean's work. Each problem, each solution, each bit of work after this debacle must be based upon as complete an understanding as possible of the nature of the returning student. They will be young people who have been out of gear with a balanced world and also will be physically, psychologically, and intellectually mature beyond their year. Remember how we and our associates felt and acted in 1919. Not all of our students will have been "blooded" but even those who have not been in Europe or the Pacific will have been living an abnormal life or think that they have. Too much emphasis cannot be placed on our keeping this condition in mind in all our planning, because the returning students will affect the students who have remained, and the former will set the pace for the latter.

The second element which will call for cautious handling will be the tendency to maintain the intensive and furious pace of wartime education. I do not propose to debate the assets and liabilities of accelerated education but to point out that there will be great pressures from society and the returning students to expedite all phases of education. Deans, therefore, must be careful not to be panicked into the establishment of temporary panaceas or procedures for curing the multitudinous aches and pains of education and the post-war world at large.

So much for background. The number one problem for deans to attack is—the establishment of a student personnel program in all its ramifications. N.A.D.A.M. minutes show the results of years of thought and discussion on this matter. You all recall arguments about terminology and procedures and debates whether or not Deans should be counselors. Many viewed with alarm the rise of personnel experts and technicians. Lengthy discussions have occurred over centralized vs. decentralized administration. Some felt that the Dean's work was being "stolen" by scientific "nuts". Others thought there was no need for individualized counseling. Whatever the past has been, I am convinced that a well rounded personnel program in all its ramifications will be an absolute "must" for all institutions of higher education. Many have discussed this at some length and far more ably than I can, however, let me indicate some major reasons for this need.

Say what you will about the Army and Navy classification systems, they have done a great job. Troops have become accustomed to receiving guidance and help in all sorts of personal problems. In the Army, however, the major emphasis has been to find a soldier for a particular job whereas in education counseling has been an attempt to help a student find a position himself in terms of his own desires, motivations, and attitudes. I merely cite this one type of counseling to which young men have become accustomed. All phases of counseling must be developed to meet the changing demands.

In addition to the veterans' demands still another motivating force for the development of personnel work will be the changing nature of curricula and the needs of the industrial world. All deans will have

to study the new postwar world at a speed which will stagger some of us. Much of the knowledge of industrial conditions heretofore has been based upon long years of personal experience. I predict that we will need to have tracts and treatises scientifically prepared so that we can get a clear, comprehensive picture of the nation's economic and social needs. Many have frowned upon research in this field. Let us get over that. To put it another way—vocational counseling can no longer continue in the hit and miss way of former years. Placement work must be raised to a higher plane. I hope that the Association will take the lead in preparing materials on occupations, professions and various new techniques of vocational counseling and getting them to its members as expeditiously as possible.

I may seem to have digressed but I do want to emphasize the great importance of scientifically developed personnel programs in all phases after the war. The need no one can doubt. Let's not quibble over methods and terminology, let's meet the need.

In line with this thought the field of extra-curricular activities will need an overhauling. College programs must be changed to meet the emotional and social needs of the returning students. Much of the false veneer and many of the parasitical growths which have been permitted to cloud the true values of an extra-curricular activity program must be removed.

Men and women in armed forces have come to a simplicity of thinking and living. Artificialities extant in various student activities which have been apparent to many educators for years, must be removed. The fancy shibboleths of peacetime activities must go. Can the college fraternity stand this renaissance? I do not know, but I do know that much of the "stuff" which has been sold to educational authorities and students over the past decade or so must go. There must be a return to the true values which made certain student organizations one of the foundations of the American educational system.

The social demands of these returning men and women will be great. Let us not be led astray, however, into trying to meet more fundamental needs by a sugar-coating consisting of an extensive and elaborate program of social activities. One can readily foresee a reaction, (at least it has been true historically), which will lead people to seeking an escape through a social life, as they term it, which will make the "flapper" days of the early twenties look like the flap of a minnow compared to the slap of a whale.

There will be a demand such as education has not known for a generation or so for constructive religious programs. Men and women have turned as always in times of great travail to the comforting concepts of their creeds. They will expect the colleges to meet their needs. This is a great challenge particularly to deans, many of whom have fought for years the indifferent and cynical attitude of college students toward religion.

At first glance, it would appear that for once deans will not be faced with a student body with empty pocketbooks. There is a rather

general feeling that the financial situation of the student of the future will be excellent. Let us not be lured into a false position by this attitude. Federal support may be forthcoming, but bear in mind that the local taxpayers and endowment givers are going to ask a lot of questions of colleges concerning their financial situation.

The armed forces' programs have demonstrated that the cost of education is in many places lower than has been represented by institutional authorities to their public. Also, embarrassing queries of colleges will be made concerning continuous use of plant facilities on an annual basis rather than for the usual eight or nine months. The latest figures show that 82% of institutions of higher education are tending toward an all year program. Whatever this tendency will mean only time can tell. Other financial questions will arise and if the past is indicative the student will in the final analysis, pay. He will need in my opinion, financial help either through loans or outside work. I don't believe then, that the deans can escape this ancient burden.

One other problem which will face institutions and one which I believe will be placed in student deans' laps is compulsory military training. Days can and will be spent in discussing the pros and cons of this issue. Be assured, veterans, many of them of two wars in their own lifetimes, will take a most active interest. It is a logical development that institutions of higher education will have a close connection with compulsory military training. I for one, hope that a truly national service program will be developed and be so integrated with our educational system that it will become a method which will adequately protect democratic rights without assuming imperialistic characteristics.

The next problem may not be considered as falling directly in the sphere of the student dean. I believe, however, that it does. I refer to the many curricular and instructional changes which will be necessary. There will be a great demand in this new period for professional and specialized training. Many will confuse vocational training with collegiate education. A young man who has been a radar expert with a very specialized knowledge of a small area of Physics will consider himself as a Physics expert. He will probably want to take a course in Electrical and Magnetic Phenomena without taking any of the prerequisites and so on it will go. There will be a great pressure brought to bear to influence higher education to take a very strong vocational trend. As President Dodds of Princeton has said "Vocational interest must not set the tone of the College, whose prime objective is an educated person not a skilled person". He feels that we shall find the mark by bringing into proper balance the two sides of college education,—“that which sustains the individual and that which enables him to do something for others—and use all of our resourcefulness and our inventiveness to make the second as real to the student as the first, . . . in brief, postwar education must be an education for use.”

The old rigid curricular requirements will doubtless have to give

way before new onslaughts. Certainly, teaching methods will. It's going to be difficult for instance to teach some of the social sciences from texts, to men who may have spent three or four years in foreign lands studying political, economical and social affairs at a very close hand.

Then too, the question of the articulation of the three levels of our educational system will be raised. Just prior to the war several plans for better coordination, especially between secondary and higher education had been proposed and were being actively supported by certain groups. The deans have long been cognizant of problems which might be solved by some better overall educational system than we have now. The whole field of collegiate admission requirements has been under fire and will continue to be. The problem of freshman orientation has never been adequately solved so don't feel that future strictly academic changes will not affect the student dean's work!

In the transition period the attitudes of students, as mentioned before, will have undergone a monumental change. The insular or national narrowness of thought which has too frequently characterized American education will be subject to severe student and public criticism. Returned soldiers and sailors will have developed an international viewpoint toward American life. I do not mean to infer that isolationism is a dead issue but rather that a different approach will be taken toward it and similar issues.

We know that mere knowledge is not education. This has often been said and needs to be said continually. Too often colleges have turned out learned fools and no type of mankind is more disillusioned than are genuine scholars. Such students are fertile soil for the planting of prejudices. Of all times in the history of mankind this postwar period will need men and women who can analyze and solve problems without prejudice. Can higher education solve this problem? I believe it can, but only by developing a well rounded student, mentally, physically, and emotionally. This, then, is where the student dean enters the picture because it is through the medium of adequate personnel procedures and methods that the truly educated student will be produced—one educated to cope with the multifarious problems of the postwar world.

Society then will meet the challenge which a father gave to me the other day, he said, "If the Army can educate my boy to die in war, America must educate him to live in peace".

PRESIDENT JULIAN: I think instead of having all these papers given and then discussing them, we will have the discussion as they are given; and I am going to recognize Dean Mitchell at this time to lead this discussion.

DEAN MITCHELL: Members of the Conference, I think Colonel Gardner has given us a series of very challenging thoughts, principally headed in the field of our own direction and the field of our own thinking.

Primarily, if we take his thesis that the American educator must look ahead and see clearly, then, we have immediately before us a major problem. It is important I think from our standpoint that we would give very close attention to some of these suggestions he has given us.

Whether we like it or not we are headed, temporarily at least, on an accelerated program of education. The college faculties are not too enthusiastic about that because they have already had some experience in the Army Specialized Program or the Navy Training Program on this twelve-month basis.

More significant than these other things has been the fact that Colonel Gardner points out to us—the very great importance of developing now this overall program of personnel services. I think what we need to do is to look at any given situation on our own campus as we would know it best and see which of these areas need to have a general overhauling, whether it be one or two or all—and then get busy and give attention to that job.

It is significantly important that we should give attention to these things now. Once the deluge of returning students has come upon us, we will find it too late.

There are a few of us who do have some things in mind in that direction. There are many of us who believe that perhaps we can solve it best on our own campus. And if there is anything at all in this program of personnel services I think it must be a program which is designed to fit an individual campus rather than a program which may be formulated nationally to solve or be the pattern for all colleges and universities.

There is one thing that is important, which is the one of educating the general faculties to the importance of first, the student personnel service program, complete in its entirety. And the second thing is the fact that old, long-used notes must disappear, and that a new type of teaching procedure must be developed—that subject matter material must be brought up to date and made more functional for the student. And above all else, that the patterns which we followed for generations must be altered to fit the needs of the changing situation.

I believe you all will agree with me that Colonel Gardner has given us a very stimulating series of points on which you may think and deliberate, and perhaps a year from now come back and have the answers to some of them at least. (Applause)

PRESIDENT JULIAN: This paper is now open for general discussion.

DEAN RALPH E. PAGE (Bucknell University, Lewisburg, Pennsylvania): Mr. President, for some time I have been a member of a group that felt it was conscious of the potential lack of trained professional and technical men. Consequently, I am interested in the Colonel's criticism that educators have not been doing their share in attempting to meet this problem.

We felt some time ago that we had done something in this connection when a quota system was devised which would make possible the deferment of students in certain of the technical fields.

On Monday morning I received a telegram from Leonard Carmichael, announcing, with no advance notice, that the quota system had been abolished, and that all of these quota-deferred students were to be immediately inducted; and that probably pre-professional students would also be inducted.

I should be interested to have Colonel Gardner suggest some practical method by means of which educators can perhaps renew their attempt to insure an adequate reservoir of trained professional and technical men. (Laughter)

. . . Remarks by Lt. Col. Gardner off the record. . . .

SECRETARY-TREASURER TURNER: Mr. Chairman, I would like to ask a question. To what extent do the things you suggest here return to fundamentals, and to what extent are they new?

In other words, it seems to me we take it back to the high school—how many of the frills of high-school education can be tossed aside? And how much do we need to go back? I mean in mathematics and some languages, on up to higher education.

LT. COL. GARDNER: I am not talking about, as Dean Mitchell pointed out, any standardized program. We have to get back to fundamentals in education. And in my judgment we have permitted too many frills to be added to it under the guise of education.

I don't say they do not have real values in what we call education but we have deceived ourselves, I believe, and our students—and certainly the public. Too frequently it has been a mass of knowledge which has not been coordinated and implemented for the individual's use after he gets out into society. Both armed force programs I am sure show that.

I always like the example that one college president gave me of the success which he had in the teaching of mathematics. When I looked over his mathematics group he only had one regular math teacher on there. Three others were from the English Department. They had minored in mathematics.

So I talked to two of them; what they had done was studied the math and presented it in a way they thought these troops needed it and wanted it. That is simply saying that a good teacher is a good teacher; no matter what his subject field.

There is no point going into detail because you could discuss any one of those issues for hours, but if you are going to have compulsory training or National Selective Service, it has to be woven into the chronological age of these young men. Can we, therefore, stand upon a 16-year phase of education in America? Should it be 15? Should it be 17? That question must be answered.

And again, I think the public looks to the educator to answer it—not for us to sit back and try to find somebody else to answer the question.

DEAN BUNN: Don, would you care to go a little further along the line of the question that Fred asked in this connection? From somewhere I received the statement which was to the effect that if the information were to be released which was the result of the early experiences of the armed forces in connection with the classification of men for these different fields of training in which they were needed, we would be terribly shocked as educators, at the lack of ability of these youngsters to go ahead with some of these training programs before they were taken back in some rather serious refresher courses.

Is there anything to that? Would you care to discuss it, if there is?

LT. COL. GARDNER: Unfortunately, I do not have the figures available to form a basis for an answer.

SECRETARY-TREASURER TURNER: Mr. Chairman, I have another question I would like to ask.

There isn't any doubt, the public is going to demand this continued accelerated program. I would like to know if anybody has any proof, or anything that will demonstrate to this group, whether or not these adolescent youngsters can take the accelerated program?

DEAN HUNT: At the end of this semester we had fifty women who had been going for four semesters, who came around and said, "This is the time between our sophomore and junior year. We simply can't take it any longer, and we are going to stay out for this semester."

I wonder about the great public demand for it. I usually interview parents of most of the boys that enter our college, and I don't remember yet of ever talking to any parent who was in favor of acceleration. They have all regarded it as a necessary evil.

LT. COL. GARDNER: Mr. President, what I meant to imply there, that I personally am not in favor of it. I can give Fred a little evidence of the fact that you cannot—and psychologists I think bear us all out—continue such a speed as the Army has proposed.

But there is a question which I see is going to be raised. It has its roots in the financial problem,—the question of support. We know that that support, particularly for private institutions, is on a rapid decline. We know that this attempt to raise endowments at these low interest rates is almost futile. We know that the annual gift campaigns cost so much to administer that they form a questionable means of support.

Naturally, therefore, institutions turn to the public for support.

If public support, however it is given, to whomever it is given, is the answer; then people who will begin to sense that they are paying for higher education through their taxes are going to ask, "Why should I give to the private institution? Why should I pay high tuition rates?"

Then your next logical step is that with the desire for efficiency raises the issue, "Why let institutions stand idle three to four months?"

I know that is being asked by certain trustees. I don't say it is right, Dean Hunt. I am merely saying the problem is there. We must therefore, as educators, be prepared to submit sound evidence why accelerated curricula are not satisfactory—or possibly we may want to become party to an articulated program of education with possibly the insertion of some type of military training which will reduce the actual classroom time and spread it over a longer period.

These are some of the issues which I tried to present. I'm not in agreement with the criticisms as directed. I have just said that for a year and a half I have had the opportunity of going around "back-doors" and hearing different issues raised. I hope many of them will never be brought to the public.

But your question of acceleration is directly related to your financial question, and so that almost vicious chain of events comes down to the men who actually work with the student and who must therefore be prepared to stand upon one side of the issue or the other. We cannot pass it off, gentlemen. The only criticism I have of ourselves is the fact that we have sat back and have not taken the leadership in proposing certain solutions of problems which have been raised by the public.

We can say it can't be done. I believe the public is going to turn to the educators and ask some very serious questions of us. Can we answer them? I hope so.

DEAN WALTER S. WATSON (Director of Student Relations, The Cooper Union, New York, New York): It seems to me you have raised a dilemma that is not quite necessary to face in saying we have a year-around operation with financial efficiency—must we have an accelerated program?

I know our staff is very much opposed to the accelerated program for two reasons. The students have more difficulty taking it.

The second reason is that those teaching the senior students who are graduating at 18 feel they haven't the maturity in grasping the subject matter. They can still pass the usual tests they give them, but their alternative to this dilemma of using the plant the year around and still no speed-up program is to stagger vacations for both staff and students. Why can't that be made an acceptable alternative which financially uses the plant the year around and still avoids the speed-up in the rate at which the individual goes through the process?

LT. COL. GARDNER: What I was speaking about was the four-year liberal arts college, which is a different situation, frequently, from the state or the municipal, or publicly supported institution.

DEAN DIRKS: I want to second what Dean Watson has just said. And representing the private institution, I may say that is exactly the direction in which we are going. For years and years we had our plant idle for three months.

We are not planning to go back to that at all. We are planning to use the plant the year around.

We also recognize the fact that these students can't go to school the year around and do good work. We are just now coming to those who came in directly from high school, in the middle of summer, and have been going on ever since; they are tired; their parents are tired of having them away all the time. So it seems to me that a staggered program in which the student goes not the whole year but a part of the year, and in which the faculty does not teach the whole year but a part of the year, is the only way out.

PRESIDENT JULIAN: I think Dean Dirks makes a very important point there. The public at large thinks that it is very inefficient to have a plant apparently closed up. It isn't closed up, as a matter of fact, because it is being readied for the next term.

Somebody said the students can't take it—I am sure the faculty can't. And I am under the impression that in our typical American, efficient way, Dean Dirks has hit on what will probably be the outcome. It will be there for people to take if they want to, but whether they will take it or not will be optional with them.

Dean Gardner has made a suggestion that we are getting some students in the medical schools at 19. I am not sure that is a good thing. I have heard a great many medical men complain that when they completed medicine they were old men starting life. So that somewhere between those two extremes may be the happy medium.

DEAN LLOYD: In our area we are debating the program as we are in every area of the country and beginning to take sides in a rather unfortunate approach to the problem, as though there were either the idea of acceleration or non-acceleration—that the Army has moved in under the right program, or that we have the right program—one or the other.

On one side are those who line up with something like this philosophy: We ought to hurry and get the student out of high school; hurry him into college; and hurry him out of college; and hurry him into what they prophesy is the unemployment line, with a perfect acceleration into unemployment.

That is one type of bias which can creep in very easily, and it represents an attitude; and I would say that as a group we stand everything to gain by assuming that we have not accelerated sufficiently.

It isn't the problem of whether or not we want to keep the student in school two years or six; the real problem in acceleration is what happens to the student during those six or ten years he is in there. How much actual education is he getting?

We are beginning to feel that education has as much to gain by the accelerated program, or by the war, as has industry. So our gain is to assume that we were doing the job not well enough, and to capitalize on every possibility we have in the situation.

DEAN DuSHANE: I would like to second the major premise which Dean Gardner began within his presentation.

I do not believe it is fair, as we look at the A.S.T.P. and the other training programs to go back over the muddle, the changes, the troubles with Selective Service and students, to blame the Army. I do not think it is fair to blame the National Roster of Scientific Specialized Personnel for having set up a quota system, asking us, under it, to fill out blanks which haven't yet been printed, under a quota which we have not yet been told about and comes in one week prior to the previous Saturday.

What the Navy did was to take what educational facilities there were already in existence and adapt its program to them. What the Army did was to react because they felt that the existing educational facilities weren't what they needed, and they tried to find out what they did need. The whole thing adds up to a major default in American educational leadership.

You go back over the years that immediately preceded 1941, and the years which have immediately followed 1941, and you find the educational leadership of the United States not deserving any look of worship in the eyes of the people, but fumbling, disagreement among themselves, going to Washington, saying, "You tell us what you want and we'll try to give it to you, whether we really can or not".

It betrayed a fundamental lack of understanding and a lack of faith in the kind of education which America has been having; and it is a number one problem—not that acceleration and these other things are not important, but this is the overall problem. And it is a problem which I am very happy to have had Don raise this morning. I would like that problem raised, however, not only in this group where we are aware of the failings of our institutions, but it is a problem that should be raised in a challenging way, and in a sometimes nasty way, not before us but before the Association of American Colleges—but before, if there were such an organization, national organization, of the boards of trustees of institutions of higher education.

DEAN HUBBELL: There is a point I have had in mind for some time. Colonel Gardner touched on it.

It seems to me we have an opportunity here to do a good job of overhauling, if we have the courage to undergo some of the painful process in knowing the facts.

I went to our President some time ago and asked him if he wouldn't go through the Association of American Colleges and try and get the Navy to analyze its statistics on the success of its men in the V Program, on the basis of the colleges involved. I realized they couldn't make public the showing of the colleges by name, but they certainly could tell the individual colleges whether their men have been well-prepared or poorly-prepared, and in what particulars they find that situation. ●

Is there any way this Association could do anything to get that information out?

DEAN PARK: Don raised an interesting question in the possibility of continued compulsory military service. I would like to argue that point a little. I don't think the country is going to be for it. The country, when it ceases to be in danger, will probably go back to its old attitude. The services are tremendously popular now, but in peacetime they have to have their hats in their hands.

Now, I make no argument for that kind of an attitude, but facing the situation practically, that is the attitude. While I suspect we may have an expansion of the R.O.T.C., as we knew it before the war, I certainly don't think that compulsory military training will be any great problem for us in the colleges.

DEAN SINGLETARY: Our one problem that hasn't been mentioned here in this accelerated program of whatever they put on after the war can't be judged by what we have now. As I see it, our trouble has been in the preparedness of our students, and by the way, they have come from every state in the Union to take the work that was assigned them because everyone had to take higher mathematics, or some engineering course, for which they were totally unprepared—but yet they had to take it.

For example, we had a boy with a straight "A" in a business administration course. They put him over in engineering and he found it very, very difficult.

DEAN LOBDELL: Isn't it true that the origin of this accelerated program was not the Army or the Navy but the liberal arts colleges themselves? Am I not right in thinking that the first suggestion of it came out in 1940, as an idea of a liberal arts education, prior to the age of 20—Selective Service age? Wasn't that the time that the liberal arts colleges said in effect that any average man, if he did a decent day's work, with schools open all summer, could get all the qualifications or qualities of a liberal arts education in two years and three months?

In other words, did not this arise as an educational move forward, as a very practical way of meeting the conditions imposed by Selective Service?

DEAN L. K. NEIDLINGER (Dartmouth College, Hanover, New Hampshire): I would like to get back to something in Dean Gardner's paper which is a very fundamental point for this group particularly.

I don't think it is any particular wonder that the public in general has no appreciation of the real value of liberal arts education because I think our own appreciation of it, and certainly our expression of it, is very insecure.

It seems as though in the early part of Dean Gardner's paper I was afraid he was very much preoccupied with vocational guidance, and the necessity of our attempting after the war to get these men into the jobs to which they were best fitted, until he gave some reference to President Dodds' statements about the bigger problem of preparing men for the life they have to lead; and I simply would

suggest to the men in this room that they ask these youngsters who are coming back from the war what they secured in college that sustained them in the months of crisis which they have all been through.

I am afraid in very few cases will we find that the contribution we made towards getting them a good job in insurance, or towards preparation for their profession, or those other things with which we are inclined to be too preoccupied in planning a student's course—are not the things that men will look back to as having been the values they obtained out of their college experience, and that we must keep our minds on the fact that in the future we must continue to give those men those substantial values which are not related to what isn't incidental but which should be incidental, the job that he is going to fill vocationally.

I think if that question is asked, we will find that perhaps we have been too much concerned with this variety of informational courses, with what is really simply mental furnishing instead of mental enlargement; and I think it is particularly important for this group to have an appreciation of that because it looks as though all of the job of counseling is being concentrated in the Deans of Men. If that job of counseling is going to be pretty largely devoted to vocational counseling, we are going to miss the boat, because nobody else is going to do a good job of trying to orient the man to the big problems of life which he has to face.

I appreciate the difficulty of these mechanics of college education—whether it is to be an accelerated program or whether he is to have so many hours of this or that, and what sort of a degree he is going to get; but I simply would like to make a plea for this group to have in mind what I think a great many men who have been in the war have found, that there are a lot of things to think about when you are in a foxhole, which haven't very much relationship to your preparation for the job which you thought was so essential in college.

PRESIDENT JULIAN: I don't want to shut off this very interesting and very lively discussion, but I would like to make a break in the program at this time.

We have with us a member of the armed services in the person of Lieutenant M. P. Snyder, of the Office of Naval Procurement. This organization always welcomes with open arms anything it can do to further the efforts of the armed services at this time. I take great pleasure in introducing Lieutenant Snyder. (Applause)

LT. M. P. SNYDER (Office of Naval Procurement, U. S. Navy): Thank you, Mr. President.

Gentlemen, the Navy is delighted to have these few moments on your program to bring to you what it believes to be a very urgent message; and that concerns the need for many thousands of additional men to step into the Navy as commissioned officers, directly

from civil life. The public does not appear to know that these opportunities exist.

. . . Lt. Snyder described the needs of the Navy for officer candidates and listed the qualifications necessary. . . .

PRESIDENT JULIAN: Thank you, Lieutenant Snyder. I can promise you our full cooperation to the extent of our ability, and what facilities we have left.

. . . The conference raised numerous questions which were answered by Lt. Snyder and Lt. Howes. . . .

PRESIDENT JULIAN: At this time we are going to take up the paper by Lieutenant, former Dean, Postle, the topic of which is: "The Navy V-12 Program and Its Implications for Current and Postwar Personnel Functions".

Dean Postle.

ADDRESS BY LT. ARTHUR S. POSTLE
NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN

Chicago, April 12-16, 1944

Four years ago the annual conference of the National Association of Deans and Advisers of Men was thrown into mild consternation by a paper and discussion on "The Disappearing Dean of Men". In keeping with the increased tempo and scope of the times this year the topic might well be "The Disappearing College". The functions and in many cases the titles of the Deans of Men certainly have been altered since Dr. Cowley gave his stimulating address, and just as surely the colleges have already undergone drastic revisions and will be further modified in the postwar period. Deans and Advisers of Men have an important part in that evolution and may the better fill their roles if they can anticipate the trends. It has been my good fortune for the past year to have worked in an educational experiment which may have some bearing on the changes in higher education, present and to come. Let it be understood, however, that my remarks on this subject are from the viewpoint of a former Dean of Men and do not necessarily represent the views of the Navy or its officials.

On the first of July, 1943, in each of the colleges and universities included in the Navy V-12 Program occurred one of the miracles of modern organization. Simultaneously arrived there from every corner of the country at each designated institution some hundreds of carefully selected students, a staff of petty and commissioned officers, clothing and bedding, office furniture and numerous forms, medical supplies and drugs, books and instruments. The college instructors and administrators, the dietitians and cooks, the maintenance staffs, appeared from local environs. In the hands of the Navy officers and the college administrators was placed a manual for the operation of a Navy V-12 unit. Within a short time there was operating what many of us believe to be a great educational achievement. Why do

I make such a statement? Because of the "Implications of the V-12 Program for Current and Postwar Personnel Functions".*

"The Navy V-12 Program . . . is part of the general plan announced on December 12, 1942, in the 'Joint Statement of the Secretary of War and the Secretary of the Navy on Utilization of the College Facilities in Special Training for the Army and Navy'. Under the Navy V-12 Program, college level instruction is given to selected high school graduates, and others, of satisfactory educational qualifications . . . the educational training (to be) . . . carried on while the men are on active duty, in uniform, receiving pay, and under general military discipline."† Selected colleges and universities entered into contracts with the Navy to supply housing, food, medical facilities, books and instruments, and specified instruction, all on a cost basis. Trainees are considered regular students pursuing special courses, with usual student privileges to participate in extra-curricular activities, intramural or intercollegiate athletics, and fraternity affairs, so long as such participation does not interfere with their Naval duties, success in courses, or Navy Regulations. From the time they apply for V-12 until their commissions are awarded, trainees go through a continual screening process. First there is a qualifying test on the basis of which they are admitted and classified as Basic, Engineering, Pre-Medical and Dental. At the close of their second term they are further refined and subdivided. Upon the completion of the V-12 course of study they are sent to Midshipmen's School, Supply Corps School, Medical and Dental College, or to schools for more specialized training. Moreover, in the Midshipmen's Schools there is additional subdivision and specialization, as men are selected for research and technical duties. At the close of the Midshipmen's course those men not previously earmarked for a special assignment are interviewed and chosen for the type of duty or ship for which they seem best adapted or are sent for more training in Radar, Diesel Engines, Communications and so forth. Other factors besides test scores enter into these selections. The men's own expressed choices, their academic achievements, their physical qualifications, their past experience and ratings of their officers all are taken into consideration. So long as they remain in the V-12 Program trainees are classified "Apprentice Seamen" or Privates in Marine Corps with the standing and pay accorded to enlisted men of those statuses. They are in uniform, subject to Navy rules, quartered in barracks, messed in military style, and given a rigid daily routine, including, in addition to their seventeen or more hours of academic work, daily morning calisthenics, five hours' strenuous physical training and one hour of military drill each week. They are inoculated and vaccinated for common diseases, indoctrinated into Navy traditions, customs, procedures and terminology, and otherwise prepared for the ordeal ahead of them.

But, you ask, what is extraordinary about this? In what way is

*Title assigned by Secretary of National Ass'n DAM in his request for this presentation.

†Navy V-12 Bulletin No. 22, P. 1.

this program an innovation in higher education? What is implicit in this that may revolutionize college procedures, particularly the personnel phases of them? And how could it affect colleges and universities that were not part of the V-12 Program? We are now in the third term of the program, two full terms having been completed. Out of that experience certain features stand out sharply; they stand out ominously or hopefully as you may view them. You may like them or not, but you cannot ignore their implications.

First, there is, and will be increasingly, public financing of the college education of a great many of our youth. The President has asked Congress "to provide a minimum of one year of study in college, or other educational institution, for every qualified man and woman who serves six months in the armed forces and desires additional education."* The President, at the time he appointed a committee of educators to initiate the plan, declared that the nation was "morally obligated" to provide training for servicemen and women that they may find gainful pursuits in peacetime and that the nation may have the services of trained men and women. "We must replenish our supply of persons qualified to discharge the heavy responsibilities of the postwar world," he said. "We have taught our youth how to wage war; we must also teach them how to live useful and happy lives."* In December last the bill incorporating the proposed plan was introduced in the House of Representatives as House Bill 3846, entitled "A bill to provide for the education and training of members of the armed forces and the merchant marine after their separation from service and for other purposes." Full-time students would receive tuition and fees and fifty dollars per month living expenses. A married student would receive additionally twenty-five dollars per month for the spouse and ten dollars per month for each child. The estimated cost of the program is a billion dollars. There is every reason to believe that this bill in some form will be passed. The number of demobilized servicemen and women returning to college under this plan will depend materially on the extent of financial assistance available for them. It is to be noted, however, that in this proposal the student will be subsidized and not the college, and to him will be left, within certain bounds, the choice of institution.

A second feature that strikes one is this: Much of the success of the V-12 Program is due to the fact that the training is for a specific job. No trainee is ever permitted to lose sight of a goal; from the beginning he is undergoing instruction for deck officer, ship's doctor, supply officer, engineer or other definite function. This constitutes a powerful motivating force and gives meaning to the courses he is taking. This does not mean, necessarily, that cultural and background courses will be eliminated in favor of technical training—the V-12 has its English, Foreign Language, and History courses—but it implies that the establishing of a relationship of liberal education subjects with an ultimate purpose is conducive to rapid learning, nor

*Associated Press article under date of October 27, 1943.

would even Mr. Van Doren, I venture, find fault with such unity. Classical truths and scientific facts retain all their cogency in a purposeful course of study and at the same time are more readily assimilated by the student's mind and woven into his pattern of thinking. Just as a highly mechanized naval warfare has required specialized training for those who participate, so a highly developed social and industrial world will demand more and more men and women with specialized knowledge and skills. The resources of the colleges can be utilized for the one as they are for the other.

Growing out of implications one and two is a third principle, the establishment of the democratic process of higher education. I understand the democratic process to be equal opportunity for all but not equal education for all. We have had neither. In pre-war days, the student came to college whose parents could afford to send him, who could wrangle a scholarship from the personnel office, or who could earn his own way. Many of the most promising high school seniors never got inside the marble portals; many poor students have been nurtured there too long. It has been a real pleasure for some of us to work with students selected entirely on the bases of their qualifications to succeed, to forget about necessity of financial aids for the deserving, or the tragedy of good students failing academically because they had to work all night in order to attend classes by day. Mistakes in the evaluation of trainees by procurement boards are quickly rectified by eliminating the unfit from the program and their transfer to less arduous duties. The progress and attainments of the competent are rewarded. Truly this is an ideal democratic process in operation. The personnel techniques used in the progressive screening procedure will undoubtedly be employed to a greater extent in postwar education.

Fourth, the military regime has brought to the campus a new emphasis on discipline for faculty and students. Of course, it is pleasant to lie in bed through one's eight o'clock class, rationalizing absence by an imaginary ailment, but there is also a satisfaction of accomplishment, regularly, meticulously, of one's daily routine. In the V-12 Program students are not awakened by soft music and asked if they feel like going to class. They "hit the deck" at 0600 and continue a rigorous schedule of classes and activities until bed check at 2200. After forcing our first contingent of trainees through what my Executive Officer (another former Dean of Men) and I thought was a most strenuous, rigid, exacting four months, we asked the graduates, all former college students, for a frank, unsigned criticism of the program. More than half advocated more rigorous, authoritative discipline! College instructors complain of the heavy load of classes but testify that the students, under Navy discipline, did more and better work than any previous group. Joe College is not among the V-12's. Nor does discipline apply to students alone. Once the war is ended, however, and the disciplines of service are removed the college authorities will of necessity find a suitable substitute. Unless it is as objective as Navy "Rocks and Shoals" and

as fair but rigid as Courts-Martial it will not keep these rugged ex-warriors in the conventional behavior pattern.

Fifth, postwar accrediting of pre-service college work, service records and Armed Forces Institute studies should be based on accomplishment and not on length of study. An important phase of the V-12 is the Physical Training program. Every trainee transferring from one institution to another carries with him his strength record based not on the number of hours he has been in the gymnasium but the number of "push-ups" he can do, his swimming accomplishments and such. Just so must colleges be prepared to evaluate objectively the servicemen's academic attainments largely by standardized tests, and to permit an irregular program slanted toward a professional goal but oftentimes cutting transversely across traditional curricula. The past record of these men will be most unconventional; so will the goals they seek. Those college administrators will be farsighted who recognize both.

Lastly, the war has given a tremendous impetus to the use of personnel techniques in the selection, training, and assignment of men. The Navy principle of "the right man in the right billet" involves wide application of counseling and screening procedures. Working with the Naval Personnel system for a year I am still amazed at the efficacy with which it operates. From the selection of the trainees for the V-12 through their physical examination, preliminary psychological and aptitude testings, interviewing, assigning, identification, insuring, evaluating, ascertaining skills, likes, choices, hobbies, education, vocational experience, their screening after two or more terms, all are recorded in a cumulative form to assist in the counseling and assignments. You may think that a single individual would be lost in the two million men in Navy blue. Not so. For instance sixteen men, less than 6%, of my unit "busted out" academically at the end of the first mid-term and were transferred to "boot camp" at Great Lakes Naval Training Station. With them went their complete file of personnel records. There they were again interviewed by men skilled in these techniques. At the end of approximately six weeks fifteen of them were promoted and sent to special schools where they will shortly qualify for ratings in fields where, I am convinced, they fit. The sixteenth man went directly to sea—at his own request.

Every effort is made to man each ship and shore station with a "hand-tailored" crew selected from those available for that job. Even after assignment each man in the Navy is encouraged by every incentive to better his knowledge and his training so long as he remains in the service. When peace comes, many of these men will be skilled craftsmen, quickly able to adjust themselves to peace-time jobs. Every recruit entering the Navy since June 15, 1943, has been interviewed, tested, classified. "In the first 3 or 4 days he starts taking the basic Navy tests; the GCT or General Classification Test, a mechanical aptitude test, other tests on arithmetical reasoning, reading, mechanical and electrical information, spelling and clerical apti-

tude. If Joe's background or training made him look like a good prospect for some particular technical field, he would get other, more specialized tests, to explore his knowledge and ability in that field, and measure his possible chances of success in it."*

Encouragement is given to those in active service to improve themselves. Men in the fleet or shore stations may apply for V-12 training. If qualified they are given opportunity to enter it. The first term I had thirty men returned from active service; one was on the Lexington when she was destroyed, another had been a year in the Aleutians, a third was a Pharmacist's Mate on the famed Boise.

The enlisted man's qualifications card carries some sixty separate items about the man, assisting his interviewing officer to size him up immediately.

After the war not only all this information, but the methods, techniques, and their application, will be of inestimable value to industry in assisting in the job of adjustment to civilian employment and to colleges in counseling as to proper courses for which the serviceman seems best fitted. Demobilization of that part of the Navy personnel no longer needed will be an orderly, economical process, with consequent assistance to industry and to the men involved. "For those . . . who return to jobs . . . the Navy is planning to provide job analyses of the work a man has been doing . . . so that readily transferable industrial skills may not be lost to use."*

There are an infinite number of personnel factors affecting the postwar education of demobilized men; age, previous education, formal and through the Armed Forces Institute, his geographical preference, aptitudes, interests, economic status, work experience, physical handicaps, marital status and so on. There must increasingly be taken into consideration, too, the employment needs of society, of government and industry. In riding these two horses at the same time, a foot in each saddle, hurdling the political fences and jumping the stream of regimentation will be a real challenge to personnel administrators.

We have all gazed aghast at the devastation wrought by an unleashed science. But there are some things that the even destructive forces of war cannot destroy. There are eternal qualities of man's spirit, human resources that constitute the fundamental wealth of the nation, the resources with which members of this association deal. In this field, as in the areas of science and economics, the war is working revolutionary changes.

PRESIDENT JULIAN: The discussion on this paper will be led by Dean Cloyd of North Carolina State.

DEAN E. L. CLOYD (North Carolina State College, Raleigh, North Carolina): I feel, Mr. Chairman, that this presentation has been so logical that I don't need to lead in any discussion. I am

*Bureau of Naval Personnel Information Bulletin, October, 1943, P. 4.

*Education in the Armed Forces. (National Policy Memoranda No. 25) p. 7.

simply opening this field now for your discussion and questions of these gentlemen.

DEAN BUNN: Dean Postle, will the records of which you spoke be available to the schools later on for each individual who may register at school in connection with the Veterans' Administration Program?

LT. POSTLE: That information is taken from one of the bulletins of the armed forces publications, and my understanding is that they will be.

DEAN HUNT: Mr. Chairman, may I ask, as a matter of fact, most of you had the experience that Dean Postle has had in finding that the V-12 men are doing better work than the college civilians—in our school, although I have great admiration for the V-12 Program, we have Navy men, and all the civilians in the classes, and almost all civilians do a great deal better work.

We attribute that to the fact that the Navy courses are required courses; and even though they seem to lead to a commission or to a job in which a man is either interested, or should be interested, these civilians who seem to have better selection seem to do better work.

We do not expect, therefore, in any class that the grades of the Navy men will be as good as the civilians.

If that is true it raises some question about our belief in vocational guidance after the war—the extent to which we want students to be self-starters. So, I would like to raise a question about the Navy men doing better work than the Joe College civilians.

LT. HOWES: May I make one comment on that?

I think perhaps the question might be phrased in a little different way to get really to the fundamentals of it. After all, when you say here we have a group of civilians at Swarthmore and here we have a group of Navy V-12 students, the basis on which they were selected is considerably different, and I don't know that it is necessarily a fair comparison. I think the fairer comparison would be if you take these same boys—take the former V-1's and V-7's, and say have they done better work since they went into the V-12 Program than they did as civilians before?

DEAN DIRKS: The very fact that you can count on your V-12 being there every day has been one factor in improving his worth. I think it is probably through that that there are some V-12's who are not measuring up to the standards we had set before; but we have to remember that some of these fellows are in from the Fleet—haven't done college work for some time, and as far as our institution is concerned, we didn't start at the right place. We taught them physics when they didn't have any basis on which to learn physics, and after a good deal of pretty loud hollering on my part, and on the part of some others, we have gotten the physics down, and preliminaries to it, to where the boys can do it.

But some of the poor work the V-12's did was not the fault of the program but the fault of the school in not starting these boys where they could start, and in getting some of these professors down off their pedestals to teach these fellows on the level on which they could be taught.

DEAN DuSHANE: What is the general experience with the breaking out of men for academic failure? We have had appreciable mortality, and we have had some indication that maybe it was too high.

Is the present emphasis on keeping a man there as long as he can get anything, or is it that he is expected to comply to standards; if so, what standards?

LT. HOWES: I think your question has to be divided into two parts. That is, you have two groups of students coming into the program, and I am perfectly frank to confess that the reason you have is a fault in the selection process of the Navy. That is, you have one group of students coming in who theoretically at least, on the basis of their records, should be able to start a prescribed V-12 college curriculum and go right through with it.

If they don't make the grade, then they should be sent to V-6 right away. We hold no brief, and we have no desire to hold them in college if they can't do the work.

The other group, however, is a very special group, and it is a group that has less control—over whose qualifications we have less control.

It is obvious that when an apprentice seaman goes to sea he doesn't carry with him a transcript of his academic records, and so when you tell a commanding officer of a battleship in the South Pacific, "Pick out a man who's academically qualified and qualified by personality for the V-12 Program", he has to take the boy's word or use his own judgment, or something or other in the absence of the necessary documents, to tell whether that boy is actually qualified academically to start the V-12 Program where he should.

Assuming that is true, then the question arises, "What can you do with a boy after he gets to shore?" You bring him back from the South Pacific, maybe by air, at considerable expense. You have him all pepped up to go to college, and then if you put him on a college campus and somebody looks over his transcript and says, "Well, you are not qualified", should you then send him back to the Fleet?

The answer we have taken is "No", that we ought to try and do something with him and give him a chance.

That has created considerable difficulty up to this point, and we are thoroughly aware of that difficulty.

One procedure we have started, the results of which will become evident with the group that comes in on the first of July, is that in every instance where it is possible to bring a man from the Fleet,

two months in advance of July 1, we are sending him down to Asbury Park for two months of refresher courses in mathematics, physics, and English. And we hope to, by that method, be able to bring some of these men up to the point where they can actually do the work—and you won't have to do any refresher work with them.

The extension of that, which was to be approved officially yesterday, and it was before the committee when I left, means that after this July quota every subsequent quota of men coming into the program will have to pass the same qualifying examination given to civilian students. I hope by the time we get to November 1, we can come before you and say definitely every man, as far as we can ascertain, is thoroughly competent, educationally, to start the V-12 Program at the beginning; and if at any time thereafter you find he isn't, kick him out.

But at the present time there are some of these Fleet men whom we do have to ask special consideration for because they are good men—they are intelligent—they are fine, upstanding boys; and it is not their fault that they were put into the program with insufficient academic preparation.

DEAN DuSHANE: What do you recommend with V-5 men who know they will be transferred to V-5 regardless of their academic record, who stop working? Is that a disciplinary matter and not an academic matter? If it is a disciplinary matter, is it fair to subject them to Navy discipline?

. . . Remarks by Lt. Howes off the record. . . .

DEAN CLOYD: Anyone else have a question they want to ask either of these gentlemen?

DEAN HENDRIX: I wonder if we college people do not have the responsibility, irrespective of any other agency, to give more definite and specific thought in our own field to the matter of having a larger number of men, irrespective of the particular conditions of the country at the time, who are qualified with brief training to be able to render more effective war service. And I am not trying to intimate that I think higher education of the United States should be dominated by preparations for war, but I wonder if it is not one particular thing that we have not given specific and definite consideration to in this picture.

Then I wonder about another thing. I remember some years back when both the Army and the Navy very definitely began to make plans with the leaders of industry about the matter of preparation for production of instruments of war. They placed broadcasts over this country—educational orders, on specific items; and specific machinery was ordered and constructed and stood by, in many instances, idle, in plants, in preparation for the production of instruments of war.

I wonder if it isn't up to both the leaders of higher education and the leaders of the armed services to project something similar to that plan into the field of education. It is perfectly evident that

Annapolis is not going to take care of the needs of the Navy, if we are to have recurring disturbances on the scale that are presented today. It is perfectly evident that West Point is not going to be able to take care of the matter for the Army. And I wonder if there are considerations in that.

Of course, we are in the middle of trouble now, but maybe it is the time to think about it, rather than falling asleep after the close of the war. I wonder if there are broad-scale plans that will enable us to enter the next conflict, if we must enter it, with something of the direction and something of the example that was afforded industry before they entered this war.

DEAN CLOYD: Are there any other questions or comments?

Hearing none, I am going to turn the program back to the President here.

PRESIDENT JULIAN: Thank you, Dean Cloyd.

. . . Announcements—Dean Goodnight. . . .

PRESIDENT JULIAN: Lieutenant Howes, I want to tell you we are very happy to have you here. Dean Postle knows it. I don't have to tell him. Dean Lange has always wondered what a Vice-President was for, and he is going to find out this afternoon because he is going to preside. Dean Nowotny's paper will be the first item of business this afternoon.

Mr. Secretary, the announcements.

. . . Announcements—Secretary-Treasurer Turner. . . .

PRESIDENT JULIAN: We are adjourned until two o'clock sharp.

FRIDAY AFTERNOON SESSION

April 14, 1944

The meeting convened at two-ten o'clock, Dean L. W. Lange, Vice-President of the Association, presiding.

CHAIRMAN LANGE: Gentlemen, the first paper this afternoon will be presented by Dean Arno Nowotny of the University of Texas.

VOCATIONAL GUIDANCE, TRAINING, AND PLACEMENT OF VETERANS

Arno Nowotny, Dean of Men, The University of Texas

This problem of vocational guidance, training, and placement of veterans is already being faced by all Deans of Men and other professional workers, and the problem will grow in proportion until a postwar peak of an estimated 500,000 is reached. We already have some 200 veterans of World War II on our campus, and many are registered for correspondence work. In addition, many servicemen are now enrolled for "mail order" courses through our extension division or the Armed Forces Institute. Others have received valuable training and educational experiences in Officer Candidate Schools, Basic Military Navy Schools, technical schools, Officer Specialists' schools, camp libraries, organized classes in camps, and through such agencies as the American Military Government. The examination, testing, evaluation, and measurement of these learning experiences offer a real challenge to educational institutions.

The Handbook for Service Men and Service Women of World War II, published by the U. S. Printing Office, lists complete information concerning vocational rehabilitation of disabled veterans. From the point of view of public and government obligation, the group of men and women who return with a physical and mental impairment lead all the rest. Sound policy dictates adequate but not lavish pensions for their rehabilitation, education, training and social re-orientation. The adjustment and placement of this group presents many complex and difficult problems, and in the earlier stages is wholly a Federal problem.

The reconditioning and rehabilitation of wounded veterans of World War II has already reached a high degree of efficiency in educational, physical, and occupational therapy. Occupational therapy after World War I was largely limited to needlecraft, weaving, and basket weaving. Now it embraces all arts and crafts, and war has put it on the front page. Men incapacitated for their former civilian work are started on the way to new vocations while they are convalescing. Toymaking, bookbinding, watch repairing, designing of fabrics and clothes or some other new skills will give them economic self-sufficiency which is a sovereign remedy for jangled nerves. The halt, the lame, and the blind, fresh from the strain and frenzy of battle, with a nervous system battered by suffering, can become easy

prey for sickroom phobias. When the problem is complicated by the loss of a hand or foot or by impairment of eyesight—necessitating partial or complete re-education for living—it is not surprising that heroes should be fear-ridden and feel helpless and impotent. Physical therapy rescues them, and then they are sent to a vocational school. When they “graduate”, vocational counselors in a U. S. Employment Office assist in placing them. Industries are offering them employment because they are capable of performing all functions of a given job. Management assigns them to proper jobs or establishes jobs for them. For example, ten per cent of the men now employed in the River Rouge plant of the Ford Motor Co. are handicapped in some way. 687 are sightless, some can only distinguish between light and darkness, a few can detect motion if it occurs between them and light. Eighty have but one arm; 12 have no arms; 223 have one arm crippled; 91 have lost one leg; 36 have one leg badly crippled. In all 11,652 men, in various stages of disability, are receiving full pay. Industries have not “gone soft;” this policy is not based on charity nor altruistic humanitarianism, but it is a sane business policy that gets full value for the wages paid. Experience has shown that most of these veterans can be rehabilitated by skillful medical treatment, modern therapy, careful training and placement. Universities will be called upon to assist by the training of muchly needed counselors, teachers, and specialists who will occupy Federal posts all the way from the national to the community level.

At no time in the history of American education has there been a more general searching of minds for answers to educational problems that perplex students and faculties. Even though we retain a large Army and Navy, the demobilized balance will include several million men with changed points of view, newly-discovered occupational and professional objectives, accelerated maturity, and deepened experiences, many of whom will look to our institutions for further training.

The group of veterans coming to our institutions will include the following classes:

- (1) Men with previous college experience who want to continue where they left off. In this group are included college graduates who were misfits before the war, who will return as commissioned officers who feel they need professional training.
- (2) Men with previous college training, who want a different course of study. In this group are men who started a certain course, but the Army has discovered a new ability for them.
- (3) High school graduates without any college training. This group will include first-class petty officers, as well as commissioned officers who will be looking for vocational guidance.
- (4) Men who did not finish high school but who, conscious of their age, are unwilling to go back to high school and who will not be satisfied with the training offered by trade schools.

In most of our institutions the counseling, training and placement

of these veterans will be done by our normal staff and existing agencies. In approaching our problems, we should avoid the following practices:

(1) There is danger of overemotionalized sympathy and of unguided assistance, bringing with them the risk of destroying individual initiative and the will to succeed against handicaps in the struggle for rehabilitation. Counsel should not be offered too freely and in no case should be forced on the veteran. Many will prefer working out their own vocational plans.

(2) Many federal and national agencies are anxious to assist the veterans and are planning organizations at national, regional and local levels. This will result in jurisdictional disputes and confusion which will mean frustration instead of clear direction and assurance to our heroes. We should decide soon on which existing Federal agency is to administer the program, and this agency should decide who should receive education. Then each state should determine its local setup. You and I have no right to "squawk" if we do not make our wishes known now.

(3) We must make up our minds about procedures and policies before the veteran comes back, so that he is not treated as a case but as a normal human being.

(4) No Utopian plan should be undertaken for matching the veteran and the job. If we have access to personnel records of the armed forces, we can more effectively evaluate their training, their aptitudes, and achievements; but we must avoid the tendency to place too much faith in the results of a battery of tests. In the guidance and placement of veterans we should respect the dignity of the individual's own decision and judgment. Some civilians in their desire to compensate for their own lack of war service will be over-indulgent in their desire to counsel and help returning servicemen.

Now let us list procedures that may be considered good practices in approaching this problem of counseling, training and placement of veterans:

(1) Universities should begin now to devise special courses and provide brief and concentrated seminars, special conferences, study groups, and research projects for the training of competent counselors and the re-training of existing staffs who are to serve the returning veteran. Topics in such special courses should include: interviewing techniques, diagnosis, vocational counseling, fundamental concepts of rehabilitation, use of various tests and guidance profiles, principles of case work, relations with Federal and local organizations, placement, rehabilitation clinics, and interpretation of all factors (physical, mental, educational, personality, occupational and environmental). Some of this training can be done "on the job" and much of the routine training should be so handled. These men cannot be "palmed off" on our existing agencies and be fed the same old stale fodder. New skills, techniques, and facilities will have to be provided. Veterans who have risked all deserve the best, and

they must be safeguarded from amateur psychiatrists, fake psychologists, untrained counselors, radio and correspondence counselors.

(2) Veterans should be absorbed into the general student body as far as possible, but it is inevitable that many of them will expect separate courses and special services. As far as is consistent with sound educational policies, Universities should permit a maximum of flexibility in such matters as entrance requirements, prerequisites, and electives, but without any lowering of the standards of quality. Inflation of college degrees would result in ill-prepared "war graduates" who could not compete effectively with fully trained men. A thorough examination of our curricula is in order; one must think in terms of new electives, new courses, and new degrees.

We must plan for a wide variety of special courses, some of which are not of collegiate rank, for lead men, foremen, and engineers, such as Engineering Aides, courses in business, health, sanitation, metallurgy, and citizenship, probably offering an Associate Arts degree in several fields. There must be changes, additions, revamping, and altering of emphasis in many courses. These extra courses must emphasize not only vocational training but also training for leadership and citizenship. We must provide for the cultural interests of the individual as well as the acquisition of a specialized skill. New courses must stimulate his interest in local and national civic affairs, create moral sensitivity and expand his spiritual experience. Refresher courses must be offered in many fields, with some probably made compulsory for veterans. Most of these courses can be taught the "G.I." way, with full use made of training aides and other improved methods of instruction. Many veterans will insist on a continuance of our accelerated program so that they can more rapidly coordinate their war experiences with their peacetime pursuits.

New York State is planning a permanent accretion to the state's educational system in the form of 22 "technical" institutes primarily for veterans. These are to be terminal institutions offering technical, vocational, and cultural courses.

(3) All institutions should establish War Service Bureaus now. Such agencies can render invaluable aid in working out a blue print for the postwar period.

Princeton University grants a leave of absence to each student leaving for the service. To attest this leave, he is granted a War Service Certificate, prepared with the same dignity as the Princeton diploma, and indicates the progress that the bearer has made in his college education. Two full-time stenographers send the Alumni Weekly and the Tiger Tales monthly to some 1200 men in the service. President Dodds recently wrote each man, offering him three books with the compliments of the University. The three were to be chosen from an enclosed list of seventy titles.

New York University has established a Veterans Counseling Service to assist returned servicemen in planning an educational program which will take full advantage of their military occupations. An extensive chart shows the relation of service occupations to civilian

occupations in the professions for which college training is either required or desirable.

(4) We must introduce better machinery of placement, and adopt a plan of following up graduates to check the effectiveness of our educational and training curricula.

"To solve the problem of providing adequate placement facilities for returning college graduates and those who left college to enter the service, the Association of School and College Placement offers the suggestion that there be established a nation-wide federation of college placement bureaus.

"Should industry be in a position to deliver schedules of job requirements and job specifications to the headquarters of such a bureau, for transmittal to existing placement offices in the several colleges and universities, and to federal district offices that might have been established in key centers of population, then much of the 'transplanting' would be avoided and qualified applicants from any given area could be assigned to suitable jobs in the vicinity. . . . The processes involved in effective placement depend upon the coordination of the educational function with employer requirements. The proposed national federation of college placement bureaus would provide a means for directing educationally qualified applicants to available job opportunities by the most direct route."

We indicated in the beginning, that even though more younger men are fighting in World War II than in World War I, that they would return with accelerated maturity and deepened experience. They will be weary of hard living and hard discipline; hungry for the love and comfort of women and impatient to establish a home and to complete their training as rapidly as possible. Baffled at the conflict between brute force and Christian ideals, such bafflement can turn to resentment and the following of some radical with extreme appeals.

Today they are fighting in a greater game, where the stakes are high; the decision is not for a championship but for eternity; yet they dream of days when they can return to the old campus they love, and it is up to you and me to help them make the adjustment when they return. We can determine whether their plans will become a dream or a nightmare. One cool judgment of a Scott Goodnight or a Joe Bursley will be worth a thousand hasty counsels.

President Dykstra tells the story of an impatient father who was trying to read a magazine in spite of the interruptions of a seven year old son. Finally, in desperation, he tore a page out of the magazine that had a map of the world on it. He tore it to bits and said: "Son, here is a puzzle; put it together." In a few minutes the son returned with the map completed. "How did you do it so quickly?", asked the father. The son answered: "On the other side is a picture of a man. I put the man together, and the world was all right."

We have been bending our energies to the building of great sol-

diers; as these veterans return we must begin again the emphasis of building great men, sound men, noble men, and the world will be all right. Let us make of our institutions West Points of Civic and Cultural leadership, and then we can have the joy of a truly great counselor who realizes that long after he is gone and forgotten, men and institution will be moving to the measure of his influence.

CHAIRMAN LANGE: "Shorty", you have done a grand job.

Dean Cloyd, you are slated to lead the discussion of these afternoon papers.

Dean Cloyd.

DEAN CLOYD: Mr. Chairman, there are just two or three points I want to make, and they will be very brief. The first is the fact that I began my college teaching right after the last World War, and it was done to a group of these rehabilitated students. I am hoping and believing that after this war we are going to find that both the Government and colleges will avoid making any of the mistakes that we followed during the last World War. I am confident in believing that the Government is going to provide for a much better screening of these men before they ever come to college than was done in 1918; and unless we do that I think we will have some of the mistakes we had then, because all of you who ever passed through that experience know that we received those boys then, many of whom were sent to college rather than wanting to come back to college, and they were from every level—from fourth grade to college—and they were not prepared and were not anxious or willing to take the things we had to offer in the colleges. So, I think we can avoid any of those errors.

The second point I would make would be to refer again to Roger's book, which seems to have been a favorite among the deans who have read it, and which I mention—and that is the fact that one of the essences of good counseling in this situation is simply that of listening and being good listeners, and helping the returned veterans—particularly these disabled ones, to work out their own problems, not to hand them down some decision hurriedly. It takes a lot of patience and a lot of time to do that thing.

The third point is there is one group of people I think who can be of a lot of help to us, who haven't been mentioned, and that is the Red Cross Assistant Field Directors. I happen to know a girl who is an Assistant Field Director in the Red Cross, and I have been impressed as I have talked with her this winter at how much like the work of the dean of men her work has been—and a great part of that work consists in simply having a place where the men in the service can come and sit down and talk. The most thing she can do is simply listen, and of course, get in touch with the folks back home, and that sort of thing. But a great deal of her time has been spent in just listening to what these boys had to say, and they are very grateful that there is something or somebody they can sit down and talk to. It seems to be a great morale builder and a great help, and about all they need in a great many instances.

So, I think with those few remarks your questions had better be addressed to "Shorty" rather than have me go any further in trying to discuss what he has said so well.

CHAIRMAN LANGE: The floor is open for discussion.

DEAN PAGE: As a part of the rehabilitation program of a number of the larger industries, it has been stated officially that Army personnel records are to be made available as a part of the personnel record that covers all the employees in the plants. I wonder if "Shorty" or Don can give us any information as to the possible basis for that report, and also let us know if there is any chance of such records being available to us for our use as regards personnel records of returning servicemen?

LT. COL. GARDNER: Mr. Chairman, as far as I know I don't see where the Army is going to give you very much.

. . . Remainder of Lt. Col. Gardner's remarks off the record. . . .

DEAN CONGDON: We had some meetings in Harrisburg on this whole problem of the returned veteran, and many of the problems involved. This matter of records was brought up, and I understood from those meetings that about all this record shows—the record the employer gets—is some statement such as "Should not work in a place where he will get dizzy", or statements of that kind, of a very general nature. And they don't give specific diagnosis or information of the type you like to get.

DEAN NOWOTNY: I would like to read from this little bulletin, which I think you have all seen—Examination of the United States Armed Forces Institute—this statement: "As one part of this comprehensive examination program, the Institute has prepared a battery of tests of general educational development which may be administered to men and women when they leave the service. The first purpose of these tests is to help the schools and colleges ascertain the level at which students returning from military service are capable of carrying on successfully in a program of general education. These tests of general educational development will be supplemented by special proficiency tests which may be used to evaluate the more specialized or the more technical and vocational types of educational experience that the individual may have had while in service. A second purpose of all of these tests is to enable the returning student to secure due credit (academic and otherwise) for those experiences gained while in the armed services which make a genuine contribution to his general or specialized educational development. It should be noted, however, that the Institute will not specify or recommend the amount of high school or college credit that should be granted. Rather it will report to the schools the individual scores on the examinations, together with appropriate norms for their interpretation, and the schools themselves will decide independently how they will use the test results in the granting of credit."

That is information which has been published by the Armed Forces Institute, which indicates to me that we will get that information through this Armed Forces Institute.

MR. WATSON: I might add, official records that we tried for on three veterans who have come back to our school, where we had their credentials and we could not get any medical records from any of their points of discharge, were not available. Our school doctor wrote, with the men's permission, with the specific request that such information be forwarded because it meant another examination through the hospital with us, which they did not want to take.

We could not, by any technique we could devise, get any of the information on the medical discharge or any of the results that would help us in handling the case.

CHAIRMAN LANGE: I don't suppose that is quite so surprising at that. Most of you in talking last night were complaining about the fact that right now on our own campus we have a tough time trying to pry loose from our own health service information about a man who is in our classes already, much less talking about the armed forces being willing to divulge their confidential information.

But I do see there are the two types of records—the purely academic one, which as Don has said—and Lieutenant Howes supported—would be available through the work of the Armed Forces Institute; but this other business would not be made available. We simply have to find that out for ourselves.

Don made one suggestion, and I wondered if the group felt anything further might come of it. That was that the N.A.D.A.M. as such take some kind of steps, perhaps through its Executive Committee, at the request of the membership, to see what can be done in making available service records.

We would have to define that more carefully, I understand, but the idea is to give the college as much of the information that the armed forces have, so that when the man comes to the campus he is equipped with that material.

CHAIRMAN LANGE: Any further questions on "Shorty's" paper?

You will note from your program that Dean McCreery was scheduled to give the paper on "Extra-Curricular Affairs and Their Part in Postwar Planning", and he wasn't able to come.

We therefore turned to an old trusty from Ohio, of course, and asked Joe if he wouldn't take that over. Joe Park.

DEAN PARK: It is your loss that Mac McCreery isn't here because you would have had a good paper and met a fine gentleman.

Let's think for a minute in speaking about postwar extra-curricular activities about the kinds of men whom we are going to have returning. We know they will be different in age and in interests. We will have to anticipate the kind of program that will meet the desires of groups—young and old—of persons who are beginning their col-

lege work and those who are taking up a course which has been interrupted.

People who have been speaking have been somewhat pessimistic about the effect of the war on the young men who are in the services. But we will have to think about the large majority of men who will come back, who will, in body and mind, be whole; and I can illustrate that by a story which I heard just a day or two ago.

We have a young Congressman in our district in Ohio who was a Navy flyer in the last war, and he has just returned from a month in England and Africa, where he went to try and discover for himself what the situation was abroad. He makes no pretense of being an expert, but he said he was on a flying field in England when the bombing squadron of that field returned from the first big daylight raid on Berlin, when they lost some sixty-eight planes, as I remember it.

He said he had the privilege of reading the flight report of one of those groups, on which they are expected to indicate the time of departure, and arrival over the target; the type and number of ships met; and various other technical details; and at the bottom of the report is a space for remarks about the mission.

Now, to leave that for the moment, he said that it is the custom to feed these boys very well. They are under tremendous nervous strain, and they get the best food that can be had. Among other delicacies are fresh eggs, which are high-priced and highly prized in England, being very scarce, as you know. These boys came back rather late, and the eggs had been exhausted, and the remarks at the foot of that historic flight were, "Only oatmeal for breakfast". (Laughter)

It seems to me that simple story tells what we might take a volume to say. The resilience of our young people is known to all of us as we see them come back from family crises and other experiences; and I have faith that they will come back, in the majority of cases, with that same resilience from the terrible experiences they have been undergoing in this war.

The point of all this is to say that I think they are going to have much the same interests they had when they left, as far as extra-curricular activities are concerned.

We are going to have greater problems than we ever had before, but we are going to be better prepared for them. After all, we will have had twenty-five years in which to prepare for them.

Now, to be specific and talk about individual activities, let's begin with student government. I think we may expect an expansion of the field of student government. I think we can anticipate the student demanding a greater share in his conduct of affairs. In athletics I look for greater expansion of faculty control; and as someone brought up yesterday, somewhat of a shrinkage in intramural activity, not perhaps in total, but in its concentration. We all know that an intramural director is tempted to use the organized groups,

fraternities and other similarly organized groups, to build up his total, because they are easiest to reach; and the unorganized, the unaffiliated man is hard to reach, and, to some extent, not so much interested in competition. I don't blame them for that policy; I simply state it as a fact.

I can't anticipate—perhaps some of you may—what the journalistic field will do; nor the field of dramatics. We have discussed present activities at length, so I shall dismiss them with a word.

Socially, I think students are going to ask for greater expense, more elaboration than ever before. I wish that were not so, but if past experience is any guide they will not be satisfied with the simple sort of entertainment that we thought was adequate ten or twenty years ago.

When I say these things I may seem dogmatic. I hope you won't take it that way. I am simply stating a personal opinion, and I anticipate that many of you will differ with individual opinions. I hope that that will be the case so that we may arrive at some joint observations and conclusions.

Now to take the last topic, and one that interests me most. I want to speak a little about departmental societies, and included in those I am thinking now of the Philosophy Club; the German Club; the American Institute of Electrical Engineers; the Geology Club; the Foreign Commerce Club; and so on. What other groups come to your mind on your campus I cannot, of course, know; but the departmental society is something that has always appealed to me as a neglected field of education.

There is the most natural and normal teacher-student relationship that exists on the campus, and we have failed to take advantage of it.

We began, three or four years ago, to put a little money into the subsidy of those societies on our campus, and we had little time in which to evaluate the experience, but it was worth-while—worth all the cost and more. We provided \$25.00 here and \$20.00 there, to supply a piece of equipment for a society, or to bring a particular speaker to them; or to get them some decorations for a room they were using for headquarters; or to buy them a book or two which they wanted. Most of the wants were pretty simple, and yet they made a lot of difference in the success of the particular group. Most of them were trying to get along on a very limited budget, and the very fact that the University was interested and willing to help them, even in a limited way, seemed to encourage them greatly.

I am hoping that we can encourage nationally our departmental societies because, as I said before, it seems to me the natural way for the student to contact his professor, quite apart from the classroom, and in a way that will return dividends manyfold.

I've been dogmatic, I believe, and yet I wanted to throw out some individual opinions in a somewhat challenging way, and I welcome your discussion as to the place of extra-curricular activities on the postwar campus. (Applause)

CHAIRMAN LANGE: We can either discuss Joe Park's paper now or hear from John, and group the discussion. If you have any choice in the matter I wish you would express it, or if not, perhaps we will call on the other side of this team of Texas and California, and get the man up on the platform who knows his way around better than the man who perhaps is supposed to—better than the man who lives there, I'm reminded. So, John, will you come up here, please and give us your paper on "The Academic, Religious, and Social Adjustments of the Postwar Period".

ACADEMIC, RELIGIOUS, AND SOCIAL ADJUSTMENTS OF THE POSTWAR PERIOD

Dean John Bunn, Leland Stanford University

One certain way to get an assignment in this Association is to make a suggestion and then be absent from committee meetings. At our last meeting I made bold to suggest that our program this year deal with the postwar problems that will face us Deans. I suggested some questions that I thought should be discussed. Distance prevented me from attending Executive Committee meetings when the program was planned. In consequence I was assigned this topic, **Academic, Religious, and Social Adjustments of the Postwar Period**. As one imbued with the spirit of a good Rotarian, there was no alternative for me but to try to carry out the job.

My hope had been to listen to sage analyses of some of these problems by those among us who, because of their years of experience and their success as counselors of young men, are held in greatest esteem by all of us. Because I do not qualify in this respect, I have re-enforced myself with opinions from those who do so qualify. I must accept the blame for all that follows, but I am glad to be able to include as participants in the conference here many of our Deans from the Pacific Coast who could not attend in person. Dean Dubach of Oregon State, Dean Voorhies of California, Dean Bacon of U.S.C., Dean Corson of the College of the Pacific, Dean Briggs of Fresno State College, and others were kind enough to give me the benefit of some of their thinking. They are unable to attend our conference, but their thoughts and their greetings are brought to you through this medium.

In discussing postwar adjustments there are always two alternatives. One may take a Utopian point of view and contend that the war has been a fortunate means of breaking with the past, of clearing the air. It is easy to feel that now an entirely new start may be made which will eliminate all that was formerly undesirable and troublesome and will retain only those elements that are constructive and good, that the war is an interlude which has given us an opportunity to review the past and plan for the future, to sweep out the chaff from the good grain. One might add, parenthetically, it is also a time when promoters of wild ideas and reforms are busy. As a people we seem to be suckers for sugar-coated pills. I hope we will

beware of any radical changes, no matter how they are clothed. Progress is always welcomed, but let it come by evolution and not revolution.

The second point of view is a more realistic one. It recognizes that human nature does not change, that the aspirations of man are much the same at all times; that the movement of world events and human-kind in general is toward the worse rather than the better; that the years of frightful experience leave their imprint and provide a different insight and approach to some of our patterns of activity; that in the face of disaster man will grasp at any straw; that in emergencies and stress glaring shortcomings appear but that in the end there evolves from the ruin the same type of individual faced with very similar problems. Few mass movements, whatever their nature, permanently change the individual, and therefore the hope of the future originates within each individual. Here lies the challenge to those who work with and whose influence is brought to bear on our young men and women.

It will be our purpose to review a few of the recent events and some of the trends, from which we may speculate on future possibilities in academic, social, and religious fields in our college circles. Our interest will be to consider the events and trends in each field in terms of the effect each may have upon the student. We are also interested in the pattern and type of counseling that will be necessary in our association with students under the postwar influences. Each topic presents sufficient material for a paper, so that time and space will permit only a brief mention of some of the salient factors. Some opinions will be given, but no attempt will be made to propose a program. Rather it is hoped that questions will be raised, out of which may come helpful suggestions for all of us.

Academic Adjustments

The academic adjustments seem to revolve around four points: (1) curriculum changes, (2) methods and procedures in instruction, (3) alteration of admission standards, and (4) improvement of counseling services.

The ASTP and the Navy College Training Program have given an opportunity for some studies in curriculum. Necessity forced the Army and Navy to prepare trained men in the shortest possible time for specific war jobs. As a result, continuous attendance and extra heavy schedules have been the rule in this accelerated program. The procedure has been impersonal. The law of the survival of the fittest has been operative, with a consequent high academic mortality. In the case of the seventeen year old boys who were in the Army Reserve program, mortality was as high as 40% in the first term at some schools. For the regular Army program, it has amounted to as much as 20 and 30% in the basic courses. The Navy program, where there was a more strictly selected group of students, showed a much lower mortality.

Testimony varies, but many of the students have been surprised at the speed with which they could learn when full concentration was devoted to study. The question of training versus learning has been raised, and there seems to be some justification for the feeling that these military programs are training courses designed to prepare men for specific jobs in the shortest possible time. Little time is allowed for reflection, for the necessary experience while in training, and for natural maturation which cannot be hurried. The statement of the philosopher that he learned to skate in the summer by reflecting on his experiences on the ice during the previous winter cannot be applied to these programs. President Compton, in the last report of the President of M.I.T., states, "We . . . believe that the best interests of all concerned will be served by our returning to the normal schedule as soon as circumstances permit."

There are those who feel that if schools tried to conduct their programs under forced draft not only would the students fail to profit, but the schools also would fail. There is no doubt that there is waste in a college education. This war experience should make us alert to eliminate many of the unnecessary frills, but I see no need and no value in continuing this hurry-up process. We should live fully each day and year as we are learning. This "living fully" requires time for reflection, maturation, for some practical experience, some wholesome recreation, as well as serious concentrated study.

New possibilities in curriculum planning are suggested by the area programs. In area studies men have been prepared to go into a country with a comprehensive understanding of its geography, anthropology, society, political organization, economics, and the language and customs of the people. This has been accomplished, not by the presentation of separate courses, but by a unified, coordinated presentation of all the aspects of the study. A single subject is de-emphasized and concentration is on the total objective.

As a result several schools are now toying with the idea that the whole Liberal Arts curriculum may be organized on this plan. Some rather radical readjustments on the part of professors, who have become largely compartmentalized, and on the part of students, who are subject-minded, will be necessary. Comprehensive examinations at the completion of the course, rather than term and subject examinations, would be given. There are values in the plan, and no doubt something good will emerge from it. The problem of the inflexibility of such a program is the most difficult one to solve.

There is much speculation as to the trend of student interest after the war. The sacrifice that all have faced has aroused interest in the individual. The Humanities are sure to receive added impetus and to hold a more respected place in the mind of the average college student. Certainly the importance of the study of languages of the Far East will be in favor. The next world development is in this direction. These languages, that before were considered impossible to speak, read, or write, have been found to be comparatively simple.

It seems surprising that so few have really understood the peoples of the Far East, but the veil is now being lifted.

The Vocational Rehabilitation program of the Veterans' Administration is creating a new emphasis on technical and professional training. Disabled veterans, to participate in the benefits offered, must be trained for a specific vocation during their course of not more than four years. This program is somewhat in conflict with the usual Liberal Arts course. It, however, is of such magnitude, even though the whole program will not be completed until ten years after the war, that it is certain to have its influence.

The old academic pattern and method of subject and unit book-keeping is not likely to fit the immediate postwar demands for the returning soldier. He will be much older than the average college student. He is likely, therefore, to be more serious. His maturity and his experiences, together with the type of training he has had and the off-duty program he may have taken through the Army Institute, will necessitate a curriculum that will avoid repetition and that will be easily adaptable. The problem is further complicated when we realize that the young student just out of high school must also be fitted into the picture.

In facing these problems and in helping students plan a course of study, we should not lose sight of the fact that sound fundamentals, balance, and a well-rounded school experience are the essentials for a happy and useful life and a valuable citizenship. The tendency will be to take a short cut to a degree. Our past experience should have taught us that it is not possible to circumvent the above essentials by means of substitution; so in all our sympathy for the boys and girls, we should not be illogical or impractical.

The second point has to do with the type of instruction. The greatest change has come about in the presentation of language courses. The classroom procedure in the average course has been predicated upon the assumption that the student would get practice and facility in speaking and reading the language outside the classroom. Of course, this seldom took place. As a consequence the student, whose objective was to learn to speak and to read, lost the emphasis of the instructor and failed to maintain an interest. In general, the course became a requirement to be fulfilled as quickly and painlessly as possible. If it can be realized that few students who register for language plan to become scholars in it, a change in emphasis may come about, the approach to the subject can meet the student's objective, the student will maintain a higher interest, and more is likely to be accomplished. Better scholarship will in the end be attained.

Changes in college entrance requirements as dictated by the exigencies of war have raised some questions which will necessitate some readjustment in thinking if the changes are to carry over into the postwar era. Opportunities were opened so that students who were ready for college work could enter before they had graduated from high school. Schools which admitted students on the basis of

quality had little difficulty in making this adjustment. Those whose entrance requirements involved the completion of certain subjects had greater difficulty. The justification of previous demands on the high schools for the college preparatory course was an even greater hurdle.

The satisfactory experience with these younger but highly qualified and surprisingly mature students gives encouragement for the consideration of the continuation of a similar plan. There is some evidence that the students profited more by starting their college work a year early, than if they had remained for their senior year in high school where in many cases they have merely marked time.

There are many examples of soldiers who did not qualify for admission to college but who made good in various military training programs. They had excellent minds but had not had the opportunity for development. After the war they will have this opportunity, at government expense. These facts suggest departures from past methods of selection and the adoption of some standard which will single out those who are potential college material. Here again caution should be exercised to avoid using some rule of thumb in place of a highly discriminating formula. The colleges will be swamped with students, so that every effort should be used to choose those who can profit most.

It is already evident that the highly complicated situation resulting from the war will require a well coordinated counseling service. This suggests the selection of student advisors who are interested in the student as well as the curriculum; it suggests that the counselor's time be considered in the assignment of his total load; it suggests that counselors be furnished complete information about each advisee and that each counselor have a limited number of advisees so that careful personal attention may be given to every one; it suggests a central clearing house for coordinating and recording pertinent information, academic records, testing data, vocational information, health records (including the service of a clinical psychologist), and student activities, as a source of reference for the counselor; it suggests a training program for the counselor.

The recent reorganization at the University of Illinois, which now finds our Fred Turner at the head of such a counseling service, is undoubtedly a move in the right direction. A similar plan is in practice at the University of Minnesota. Most of us have all or a part of the necessary tools in use on the campus for this kind of service, but they are not assembled for the kind of teamwork that is needed to do a most effective job. It is in preparation for this phase of the postwar adjustment that Deans of Men can exert their influence.

Social Adjustments

The United States has launched upon a definite leadership role in the world society of the future. The impress of this movement will be felt on every college campus, where leadership in the movement

may be expected. Tolerance toward all races, understanding and sharing with them, is the aim. Huge projects, with government promotion, for exchange scholarships with European, Latin American, and Asiatic universities in the postwar era are now under way. Some of our institutions, such as Michigan, have taken the lead in this movement. Now many of our schools will participate to a greater degree.

Within our own country, a conscious effort (partially for world effect) has been made to give recognition to minority groups and to develop a relationship of greater equality. These efforts will by no means remove hatreds, discrimination, segregation, superior attitudes; but we are certain to be faced with the job of working at these adjustments in the interest of the brotherhood of men, even though in reality they are proposed for political effect.

War has a way of exposing the trends of social patterns and accelerating developments. This fact has been brought out clearly in connection with the impetus to scientific progress, particularly in the case of electronics, synthetics, plastics, and the airplane. It is equally true in the case of moral standards. The elements of moral decadence are present and have been increasing. The fact of the war has merely removed the screen and exposed to view that which was already at work. Of course, there is surprise and consternation at the increase of delinquency of all kinds.

It is significant that in our efforts to combat many of the factors in moral degeneracy, the problems are not attacked on a moral basis at all. Such an approach would arouse an adverse emotional response which would defeat the end in view. I appreciate the delicacy of the situation. But this admission in itself is to say that there are no eternal verities, that standards are relative. Venereal disease as a social menace is attacked on grounds of health almost exclusively. It immobilizes soldiers and makes them unfit for combat by impairing their health. The development of sulfa-drugs has provided a cure and has reduced the loss of man power. But it is estimated that the evil will gradually increase because a certain health protection is available, and because the health aspect alone is emphasized the practice becomes socially sanctioned and our moral code suffers.

The influence of the factors of hate and deprivation and the emphasis on the cruel, baser side of life, which is the effect of war, will not help matters. The longer the war lasts, the greater will be the departure from high social standards. The impact of all these factors on campus life will be considerable, and the incident problems and adjustments will not be simple. These problems suggest discipline, not lack of it; standards clearly stated and forcefully presented.

The problem of emotional adjustment for those who return to college after military service will be a most difficult one. After the last war, approximately 25% of the war casualties handled through the Veterans' Administration were men with some emotional derangement. The percentage is running much higher this time. This figure does not account for the thousands of others, who are ostensi-

bly normal but who, nevertheless, will have a difficult time returning to civilian life, to the routine of an academic program, and to the business of starting anew where they left off in their college education. These will all need sympathetic, patient, and intelligent understanding. A clinical psychologist, to whom these boys may be referred or to whom they may turn for help, is essential on every staff. This phase of adjustment is one that cannot be escaped by the individual and must not be neglected by counselors.

This war has imposed some desirable customs on the college campus. Difficulty of transportation, the patriotic impulse to invest all possible funds in war bonds and relief projects, the eagerness to participate in activities related to the war effort have concentrated student activity on wholesome and worth-while projects within the limits of the campus. To a certain extent youth has developed the art of furnishing its own entertainment. This is a decided social gain and an adjustment that could wisely be maintained. Unless something miraculous transpires and heroic efforts are used, however, this will probably be abandoned at the first opportunity.

Fraternity life on the campus of many schools is at low ebb. Few chapters are in active operation. The break with the past has been much more pronounced than during the last war. The opportunity for a new birth was never more inviting. I doubt if those who return from combat and who have been divorced from fraternity influence for two, three, or four years will tolerate the frivolity, the hazing, the haphazard living and social conditions so characteristic of their earlier undergraduate days. I anticipate a self-imposed change along these lines. But the fraternities will need continued help from without if such progress is to be maintained.

Religious Adjustments

Many people expect a real religious revival immediately following the cessation of hostilities. The religious experiences of soldiers in fox holes, afloat on life rafts, down in a jungle, the answered prayers of those whose loved ones are living in danger, seem to strengthen belief in a doctrine of faith and inspired word. The emergence of the United States as a world power, the breakdown of any possibility of a United States of Europe, seems to give force to prophetic revelation. The program being developed in the Humanities and the Bible study classes that are being introduced into the curriculum will create further interest in religion. This is all for the good and should be heartily approved.

But to place too much credence in such a theory is to deny these very doctrines and to misinterpret human nature. We must remember that manifestations of religious fervor are the last resort of people in desperate, hopeless circumstances. True, some will be permanently impressed. In general, however, when the tension is released, the need for Divine aid subsides.

I am too conscious of and have too much faith in Second Timothy 3:1-5 and in Matthew 24:37-39 to be unduly moved or to be convinced

that any mass evolution will take place. In Second Timothy 3:1-5, you will recall that Paul writes to Timothy:

"This know also, that in the last days perilous times shall come. For men shall be lovers of their own selves, covetous, boasters, proud, blasphemers, disobedient to parents, unthankful, unholy.

Without natural affection, trucebreakers, false accusers, incontinent, fierce, despisers of those that are good.

Traitors, heady, high-minded, lovers of pleasure more than lovers of God;

Having a form of godliness, but denying the power thereof: from such turn away."

In Matthew 24:37-39, Jesus said to his disciples:

"But as the days of Noe were, so shall also the coming of the Son of Man be.

For as in the days that were before the flood, they were eating and drinking, marrying and giving in marriage, until the day that Noe entered into the Ark.

And knew not until the flood came and took them all away; so shall also the coming of the Son of Man be."

You have probably concluded by now that the speaker is a born pessimist, a hopeless, chronic dyspeptic, certainly one whose ride across the country did not agree with him. Nothing could be farther from the truth. I am a born optimist. No individual would dare to be an athletic coach unless he was full of hope. I enjoy excellent health. What Californian would admit even the slightest ill? And a cross-country trip, even during these times, is always a delightful opportunity to get much neglected reading done.

Rather this whole discourse is meant as a challenge; an honest attempt to face the future as realistically as one's observations, philosophy, and faith will permit, as an opportunity to extend strong leadership and influence in the interest of the young men with whom it is our privilege to work. The hope of building and maintaining a strong citizenship based on socially useful lives lies in the effectiveness with which individuals can be given a clear understanding of the world and men about them and can be made courageous to carry the torch for humanity as God gives them strength and insight to carry it.

This is where our job and our chance to work lies for the future.

CHAIRMAN LANGE: Dean Cloyd is going to lead off on these remarks, and just what the tenure of those remarks will be we'll find out in a moment. Dean Cloyd, it is yours.

DEAN CLOYD: You don't need anyone to start you, and if you have any questions or discussion, I think we should go right into that, and then take a recess before the banquet tonight. So, I am not going to undertake to do anything in the course of adding anything to what has been said this afternoon, except to say this—and I say this with all sincerity—that I appreciate the fact that in this last discussion we have definitely brought into the situation this

question of a religious adjustment. I had the good fortune to sit under the instruction of Dean Hawks of Columbia University a few years ago, and he insisted that when we take a man into college we take the whole man. I think often in our discussions, particularly on the matter of guidance and of counseling we have left out the matter of religious adjustment, and I am glad to see it brought in.

Whether we agree with the method by which it has been brought in, or have the same viewpoint, frankly I think it is a fine thing and something we can't omit if we are to really counsel and guide these men coming back after the experiences they have had.

So, with that I am going to close my part of it, and it is up to you. If you have anything to add we would be glad to hear it, but personally I don't believe we are going to have a great many questions; and if we do, these experts who presented these papers are here—they are not going to leave—and it is possible for you to talk with them individually. I don't really look for a great deal of discussion, but now is the time for it if you want it. (Laughter)

DEAN CLAUDE C. BOWMAN (Temple University, Philadelphia, Pennsylvania): It is true that at our institution there has been a great deal done in the way of aiding the war effort, but in looking ahead to the period after the war I think, and I am particularly concerned, about the possibilities of using the extra-curricular program for making more effective civic training.

I happen to be at a University which is located in an urban area. I would be very glad to get some suggestions, if you will, from Dean Park, or others, concerning some practical plan for tying in some of these extra-curricular activities with the ongoing civic affairs of the community. Perhaps some of you will not agree with my notion, but I definitely have the feeling that young people in college are concerned very often with rather trivial things, and it is part of our responsibility as educators in the classroom, and particularly in the field in which I am emphasizing here—civic training outside the classroom—to make that civic education more effective.

DEAN PARK: It seems to me that we will make a mistake if we try to compartmentalize or regiment extra-curricular activities too severely. Part of their value—most of their value—is in the fact they take place because of the wish of the individual student to participate in that particular activity.

If we could set up a program of extra-curricular activities entirely of an educational nature, we wouldn't have much student participation.

That seems a pessimistic viewpoint, and perhaps I have stated it poorly. What I wanted to say was that the student must take the initiative himself if the activity is to appeal. We can capitalize on the experience we have had, turning back again to the religious emphasis—the activities of the Christian associations, for example, in the settlement houses, and social work of various kinds, where universities or colleges are located in large cities. But that will

never appeal to a large proportion of our student body; and frankly, I have no solution, no direct answer to the question, except to say that we ought to be alert to initiate new projects where we think the student interest can be encouraged.

DEAN CLOYD: Are there any other questions or comment?

Mr. Chairman, I hear none.

CHAIRMAN LANGE: The meeting stands adjourned.

. . . The meeting adjourned at four-thirty o'clock. . . .

BANQUET SESSION

Friday Evening, April 14, 1944

The meeting convened at eight-thirty o'clock, President Julian presiding as Toastmaster. . .

TOASTMASTER JULIAN: For a college group we have a most unusual situation here tonight. It is the first time I have been in that situation in a group in quite a long time. That is, that the men are so much in predominance; and I know that you men would like to know the ladies present. So I am going to introduce them, ask them to stand, and let you see them. I will do that as far as I can; I may call for some assistance before I finish.

This lady on my right is Mrs. James. (Applause) The next one is Mrs. Julian. (Applause) Over here is Mrs. Manchester, from Kent, Ohio. (Applause) And Mrs. Cully, from Wheaton, Illinois. (Applause)

DEAN NOWOTNY: I would like to introduce my niece, a student at Northwestern University, Barbara Stugard. (Applause)

TOASTMASTER JULIAN: We have the young lady who has been the registrar of this convention, and without whose assistance I don't know how we would get along. I am sure Dean Turner could not get along day by day without her valuable aid. Miss Hazel Yates. (Applause)

For the second time in its history this organization elected an honorary member for life. We have him here tonight, and I would like to present Mr. Alvan Duerr of New York City. (Applause) We would like to have you say a word if you would care to at this time.

MR. DUERR: Mr. President, I am perfectly satisfied to accept the gift of honorary membership without comment. In fact, I am more than satisfied to know that I don't have to pay for it. (Laughter)

Someone commented today, when he found he was gradually drifting toward the fraternity question, that he thought we had heard enough about fraternities. When you call on me to make remarks, you are running a great risk of hearing more about fraternities.

I am going to say just one thing. We all realize there is bound to be a new deal after the war, and I am very keen that that new deal shall be a challenge to the fraternities to produce the very best that is in them. I think we are all agreed there is enormous potentiality in the fraternity. Now I hope we can bring it out.

I have been a member or a visitor, rather, to these meetings for a great many years, and I have seen the spirit of cooperation developing more and more. In fact, you occasionally hear fraternity men speak well of deans.

TOASTMASTER JULIAN: As you have noticed on the program

this is the Twenty-Sixth Annual Conference of this Association. I have on exhibit here at the head table some of the men—in fact, all of the men but one, who were present, who have been Past Presidents of this organization.

I would like to introduce Dean Scott H. Goodnight of the University of Wisconsin. Dean Goodnight.

DEAN GOODNIGHT: Mr. President, Ladies, Gentlemen: As I warned you today, it is dangerous to call on an old-timer to reminisce. These deans of men have heard me do it often. The ladies wouldn't be in the least degree interested, so I think I had better make it pretty short. As we will have a real address a little later there is nothing more discourteous to the speaker than to have the curtain-raisers talk too long.

TOASTMASTER JULIAN: On my left, Dean J. A. Bursley, of the University of Michigan.

DEAN BURSLEY: Being the second speaker as far as the old-timers are concerned, I am going to go Scott one better and omit all my remarks.

TOASTMASTER JULIAN: Over here we have Dean Gardner, now Lieutenant Colonel in the Army.

Dean Gardner.

LT. COL. GARDNER: I will just stand up and sit down.

TOASTMASTER JULIAN: Dean J. J. Thompson of St. Olaf.

MR. J. JORGEN THOMPSON (Assistant to the President, St. Olaf College, Northfield, Minnesota): I just want to tell of one pleasant memory I have carried from every deans' conference, and that is the picture of Scott Goodnight after he had lit his pipe and nestled back in his chair enjoying his smoke.

TOASTMASTER JULIAN: Dean L. S. Corbett of the University of Maine.

DEAN L. S. CORBETT (University of Maine, Orono, Maine): (After bowing to audience). (Laughter and Applause)

TOASTMASTER JULIAN: No session of the deans' group would be a success without hearing from our Secretary, Dean Turner.

SECRETARY-TREASURER TURNER: Mr. Chairman, I have some messages from our members.

This is from Jack Croft, out at Ogden, Utah; and the letterhead is that of the Army Service Forces, Quartermaster Supply Section, Utah Army Service Forces Depot.

He says, "Needless to say, I would like to join with you and the rest of the gang to talk over current and postwar problems, but my working days and part of my nights are so filled with war problems that my moments are few and far between when I find an opportunity to think back on those peaceful days of Deaning.

"I appreciate very much your keeping my name on the mailing list and hope that not many more years will pass before we will all be back to our normal and happier pursuits.

"Please extend my sincere regards to those who are able to attend and best wishes for a successful conference.

"Jack Croft."

Here is a wire that come from Dean Beaty at Florida.

"REGRET TRANSPORTATION DIFFICULTIES MAKE IT IMPOSSIBLE FOR ME TO GET TO CHICAGO THIS YEAR. BEST WISHES FOR SUCCESSFUL MEETING OF DEANS."

And tacked on the bottom of a letter from "Wes", at Colorado College, Colorado Springs: "Good luck to you personally and best wishes for a fine Convention for everybody".

Here is a paragraph from a letter received from Floyd Field, at the Georgia School of Technology: "Please extend to all the members my cordial good wishes and say for me to them that I wish with all my heart that I could be present and participate in the discussions. Also, say that I am still carrying on and hope that in the near future I may be able to join them in these councils."

And finally, a Special Delivery from Richie Schultz. He says: "Dear Fred: Will you find some time somewhere to extend to the deans assembled in annual meeting my hearty greetings and to express my regret at having lost this pleasant association. I am sure that among the college presidents I will find no such good friends as I made among the deans of America. As I look over the program which you so kindly sent me, I find that I know everyone of you listed as officers, committeemen or as participants in the program. Most of you are my very good friends. I am sure that Jim Finlay and any others who have strayed from the pleasant paths about the 'deanery' would agree with me that there are no compensations anywhere like the experiences of the dean's office. I am green with envy that you are still deans. I hope your work is made easier year by year, that you get more secretarial help, that your salaries get raised, but I hope you don't get promoted out of such a grand job.

"Mrs. Schultz joins me in good wishes to you all.

"Fraternally still, always sincerely, Richie Schultz."

TOASTMASTER JULIAN: We have a gentleman here who was such a gracious host to this group yesterday afternoon that I want him to get up and take a bow. That is Mr. Foreman, the Eminent Recorder of S.A.E. (Applause)

MR. FOREMAN: Dean Julian and Friends: I only want to reiterate that it was a great pleasure to have you as our guests yesterday afternoon; and if your Association should decide to make Evanston your permanent headquarters, we would be delighted to have you use our building for your meeting every year. (Applause)

TOASTMASTER JULIAN: We are very, very sorry that we have

some of our members promoted. That doesn't sound very good; nevertheless, it is true. We are very sorry to lose Dean Moseley, who is going to become President of the University of Nevada next year.

Dean Moseley, we want you to know that we are going to miss you, and you will always be welcome as a guest at our meetings, whenever you can attend.

DEAN MOSELEY: (Rose and bowed.)

TOASTMASTER JULIAN: My own information about South America is somewhat confused. And incidentally, we haven't mentioned South America in the meetings. I don't know whether that was done to leave all the territory for the speaker tonight, but it just occurred to me that is the only place under the sun that wasn't mentioned.

I have known the speaker for quite a number of years—in fact, since 1929. He was the man I served under for six years. I have a great admiration for his educational ideas; his educational ideals; and his educational standards.

He is at the present time the Special Representative of the Department of State, and a specialist in Pan-American and Latin-American relations.

The speaker of the evening made his first trip to South America in 1910 and has been there several times, and has been in constant touch with the Latin-American situation.

I take great pleasure in introducing Dr. Herman G. James. (Applause)

DR. HERMAN G. JAMES (Visiting Professor of Latin-American Affairs, University of Illinois, 1943-44, formerly Special Representative of Department of State in Brazil, Specialist in Pan-American and Latin-American Relations): Mr. President, Ladies, Members of the Deans' Conference: You no doubt wondered when you saw my name on the program, if you did, why I should be called on to address a meeting of deans of this kind—and so did I. I haven't found any real excuse for it, but I found the explanation I believe when Dean Julian revealed that both your honored President and Vice-President were, as Dean Julian put it so tactfully, under me. Moreover, your Secretary is connected with an institution of which my father was president. The only way I can explain the peculiar phenomenon of my presence here is that the fear of God was put into them to such an extent that they couldn't avoid calling me in. (Laughter)

Now I am not going to try to tie up Latin-America with the duties and responsibilities of deans of men. You have spent your days discussing those problems of duties and responsibilities, and this dinner is supposed to be an occasion—as was explained to me by your Secretary—on which it was not expected that anyone would need to use his head.

On the other hand, I think there are some implications which may become clear as I discuss the matters that are particularly on my mind.

The subject of Latin-America is obviously a subject so vast, so unfamiliar in many of its aspects, that to attempt to say anything of importance or interest in a few minutes would really presuppose a background which doesn't exist and which can't be given in the relatively short time of an evening talk.

I was at the University of Illinois during the first semester of this year and devoted some thirty-six hours in class to the subject and had barely gotten started when the course was over. I must therefore pick out some of the things which I think perhaps may be of particular interest to you, and try to throw a little light on the whole situation and on those particular aspects of it that may have come more to your notice in recent times than before.

To begin with the present situation and work backwards is perhaps a more fruitful way of approach than the other way around.

One of the questions that is most frequently asked me is, "What is the matter with the Argentinians?"

The reason for that question, of course, is that for the time being, as many people in the United States know, the Argentines, or rather the Argentine Government, does not see eye to eye with the Government of the United States. Of course, that is enough to damn them at the outset, and most people are content with that. They do not inquire, for the most part—they do not have the interest, and for a great part they do not have the understanding which would enable them to see, how, from the Argentine point of view, what is going on in the Argentine may be just as sensible as what is going on from our point of view in the United States of America; and on the other hand, may be just as incomprehensible to other nations, including the United States of America as much of what we do is incomprehensible to other nations in the world.

What are in general the things that separate the Americas—and I use the large designation here of the United States of America on the one hand and the so-called Latin-American countries on the other? What are the things they have in common, or might have in common? What is the relative importance in the scheme of living and in the probable future developments of those two elements?

In other words, may we reasonably look forward to a situation in which the elements of common concern become stronger and the elements of diversity become weaker?

That in itself is a pretty big order, but that I think is one of the most important of the phases of our Latin-American relations with which we, as a group in this country, can concern ourselves.

The diversities between Latin-America and the United States of America are pretty apparent. Let us take the matter of religion. The religion of all of the Latin-American countries, without exception, is the religion of the Roman Catholic Church. That doesn't

mean the Roman Catholic Church is the established church of all the countries, because in a number of the countries, particularly in Mexico, immediately to the south of us, the church has not only become disestablished, but it has been persecuted, and in some instances, completely driven out as an organization.

It is also true that in a great many countries of Latin-America, starting with Mexico, a large proportion of the population belongs to the Catholic Church in only the sense that it is born in the Catholic Church. It had no opportunity to be born into anything else. It remains, therefore, Catholic in the same sense that most of us, including deans and even university presidents, remain Democrats or Republicans, or Presbyterians or Baptists, depending upon what they were born into. In other words, it is obviously not a matter of free choice, and for a great part of the population of many of the countries, including some of the most important ones, adherence to the Catholic Church may mean little in terms of religious convictions.

We also have in many Latin-American countries the same phenomenon we had at the time of the establishment of the Christian religion. The Christian religion, as you know, was built upon and used consciously the pagan institutions that preceded it. The only way in which a religion at that time could have started, could have flourished, and could have spread over so much of the earth was under such a process.

It is unnecessary here to give many examples of that. Our own Christian celebrations such as Christmas and Easter are in a sense variations of an old theme; and not such great variations at that because they correspond to mystic natural phenomena of the earliest peoples, namely, the winter solstice and the phenomenon of spring. The celebrations which have been held from time immemorial in connection with the changes of season are the times which mark the feast days—days of observance of almost every religion of which we know anything at all.

I say that simply to show you that in the first place while it is true that the religion of Latin-America is Roman Catholic, it doesn't mean what would be the natural assumption of Protestants in this country to such a statement. In Guatemala, where I spent some time a few summers ago, the Indians continue to observe their pagan rights, their pre-Christian rights, as they did before the coming of the conquerors; and they combine them with the observances which the church imposes on them on the whole with a very light hand.

Another difference, of course, is the language. We speak, or think we speak in this country a common language. We are not aware, for the most part, of the differences that exist. We now have a dictionary in the process of being completed which shows the differences in the American language, building on what Mencken started. With a little effort, however, a man from Maine can understand a man from Georgia, and vice versa. It takes a little time,

and it is not always possible in public speaking or even hurried conversation, but at least we read the same language.

In Latin-America, however, many Americans have assumed that they all speak Spanish. Of course, that is a false assumption, which is the cause of a good deal of misunderstanding. For example of all those people in Latin-America, about 115,000,000 now, a full third lives in a country where not Spanish but Portuguese is spoken—and that is Brazil.

To most of you—I shouldn't say to most of *you*, but to most of a group of ordinary Americans—the difference between Portuguese and Spanish, if they are aware of it at all, would be the difference between Tweedle Dum and Tweedle Dee; and yet to the Spanish-speaking Latin-Americans, and to the Portuguese-speaking Latin-Americans, the Brazilians, the distinction in their language is an important one.

I lived in South Dakota long enough to know that, while Norwegians and Danes and Swedes, all men alike to those who are not favored by belonging to any of that group, it is very offensive to a Swede to be mistaken for a Norwegian; and a Norwegian can hardly sleep if somebody has introduced him as a Dane.

Those differences don't seem important to us. They are important to the people concerned. And the difference in language between Portuguese and Spanish is extremely important to those people. So, when a Senator from the United States of America, on a good-will tour, as the principal speaker at a banquet attended by some 250 of the leading Brazilians in Rio, arose to make his good-will speech he talked about the beauty of Rio Harbor, which is obvious, and which is pretty hard for a stranger coming there for the first time not to expand on but which the Brazilians have heard until they are sick of it, he thought he would clinch the matter of good will by saying that he long believed that every school child in the United States of America should be compelled to learn Spanish, which, "as everyone knows, is the universal language of Latin-America." Now, there was a man who was supposed to represent the United States of America. He was there for the purpose of creating good will. He didn't have knowledge enough to know that no more studied insult could have been delivered in the presence of the Portuguese-speaking Brazilians than to confuse them with the Spanish-speaking Americans. It will take many a good-will tour, it will take many an exchange of professors and students, to wipe out that kind of a mistake.

But Portuguese or Spanish, for most North Americans in this hemisphere, is equally a closed book; and the language differences, and particularly the unwillingness of our fellow-citizens to learn a foreign language constitute a serious obstacle. We are, with the exception of the British, the most ignorant civilized people in the world when it comes to languages; and we are getting to be more and more so. As long as that is true, the language barrier is going to be a barrier which the Latin-Americans indeed may, and to a

much greater extent than we do, surmount. In spite of all present indications; in spite of all the flurry in the Good Neighbor Policy and in the program for inter-American cooperation in the war, I think our interest will probably not continue when the particular incentive that now exists has disappeared.

Yet, it is my belief that the language barrier will be a consistent and continuous barrier, which will, particularly from our point of view, make it impossible to understand Latin-America in the way in which Latin-America must be understood if we are going to have any community of interests among the people represented by a group like this and a similar group in any of the countries of Latin-America.

Another difference which is important is the difference in their historic background. For three hundred years prior to the achievement of independence, the people of Latin-America were living under a colonial system, which was even worse than the colonial system under which our forefathers operated, and which led to the American Revolution. It was a colonial system in which not only exploitation was recognized as the proper sphere of the mother country, a fault which England of course learned at considerable expense finally to avoid, but it was also a period during which the belief in the strong executive, the feeling that one man should do whatever needs to be done, became such a commonplace phenomenon and experience that it was hardly ever questioned.

The question might arise, and did arise even in colonial times, even among the early Conquistadores, as to which individual should exercise this supreme power, but the question hardly ever arose as to whether a single individual should or should not do so. That also goes back farther to the long period of 800 years from the beginning of the 8th Century to the end of the 15th Century, during which the Moors were driven out of Spain in the so-called reconquest of the Iberian Peninsula from the Moslems by the Christians, in which the strong man, the man who could do things, became not only the apostle, the savior, but also the hero of popular opinion. And a king who could not exercise his functions as a strong man was simply removed and made room for a man who could.

The things that offend us today in the United States of America about our own presidential usurpation of power are the things that couldn't possibly exercise a Latin-American because his whole experience, his whole history, his whole tradition is that it is the business of the chief executive, be he called president or dictator or king, or whatever his title may be, to settle these things. He is not supposed to work and confer and compromise with other people. If he can't settle them, he had better step out and make room for somebody who can.

That is an important difference—a difference which enters into this situation in the Argentine. I am using the Argentine simply as a peg on which to hang some of these rather disjointed observations.

What we call a dictator in this country is a man who attempts to

gather into his own hands power which, under our theory and conception of government, should be shared with others—be it the courts, or be it the legislatures, or both. In that sense a dictator *per se* is not repulsive to the Latin-Americans. It is not a term of derogation. It is a term, rather, of admiration.

A man may be a bad dictator, or he may be a good dictator; and the Latin-Americans have a very clear conception of the difference between a good dictator and a bad dictator. But being a dictator in itself, particularly in times of trouble, is not anything that anyone's ashamed of in Latin-America. Consequently, we find in the period of the depression, the period which saw the growth of our own so-called dictatorship in this country, viewed from our own approach and our own standpoint, in all the countries of Latin-America which were equally affected by the depression—in fact, in most cases more so than our own country—the growth or the recrudescence of what we here in the North call dictators, with a derogatory inference, because only that kind of a person could put to right the conditions that existed in those Latin-American countries during the depression. The dictator who succeeded in doing that was looked upon with great favor and admiration and affection by his people.

And so many people will cite, unthinkingly, the return to the period of the dictatorships in Latin-America, contrasted with the last half of the 19th Century, in which they had gradually been moved in the direction of the participation by other elements of the population, as though that were a falling from grace. But from their point of view it was not a falling from grace at all; it was an attempt to meet a situation which their experience had shown them could be met in only one way. And when things became so bad that nobody knew the answer, the only thing they wanted was somebody who knew the answer.

That, of course, is exactly why Mussolini and Hitler became the people they were in Europe, because conditions were such that all the people wanted was somebody who knew the answer. And both Mussolini and Hitler knew the answer. Therefore, they became the potent forces they were; and therefore, in the minds of Latin-Americans the success of Mussolini and the success of Hitler in doing what they set out to do under difficult conditions, not tinged with any feeling against dictators as such, was a perfectly normal and natural reaction.

Like a great many people in this country, of course, after it became apparent that the objectives of these dictators were not limited to their own countries but were extended and intended to extend to other countries, weaker countries, defenceless countries, and to the world at large—and when the methods by which they pursued their objectives became generally known, there was plenty of condemnation by Latin-Americans of both of those features; but not any condemnation of the existence and potency of a dictator.

In the Argentine we find not only that general situation with respect to admiration for a man in a position of authority in the

government, no matter how he reached it—he takes hold of the problems, grapples with them, and solves them—but we find also the situation of the church. Many people do not understand why the Argentinians lean towards Franco and Mexico leans against Franco. They think it must be some perversion, or some stupidity, or some bribery on the part of somebody that makes Argentine public opinion support Franco.

Franco as a dictator is not as such objectionable to anybody in the Argentine. The fact that his power is used in Spain for the preservation of the church is a factor which plays an important part in the feeling of the Argentinians, particularly in the provinces.

A phenomenon of Latin-American life in general, which is illustrated in a great many cases—the Argentine being one of the outstanding examples and Uruguay another—and almost all the Latin-American countries show the same phenomenon to a greater or lesser extent—is the concentration of a very large proportion of the population either in a very few cities or in one large city. That has been found in some European countries, of course, but it is not characteristic of the United States. While we westerners or midwesterners not infrequently comment on the provincialism of New York City and its inhabitants, who are alleged to believe that there is no United States west of the Hudson, there isn't nearly that same situation in this country, and never was, that you will find in country after country in Latin-America.

In the Argentine, Buenos Aires is not only far and away the greatest city in the country; it not only has an enormous population in proportion to the total population—more than 3,000,000 as compared with 13,000,000 in the country as a whole; a country about a third as large as the United States—but in that country we have a different concentration of kinds of people.

We have the immigrants. We have the Italians and Spaniards by the hundreds of thousands, who have come directly from Europe and settled in Buenos Aires—foreigners speaking the same language, it is true, but in their background complete foreigners. And we have a radical situation; and a situation growing out of the opposition between radicals and conservatives or reactionaries, if you please, which doesn't exist out in the provinces. In the provinces of the Argentine the church is a potent factor—a potent social factor, not to say a potent political factor; and the preservation of what they consider to be the good features of mother church is a vital necessity to those people.

Consequently, we find that Franco, as the Defender of the Faith, has followers in the Argentine by the million, who wouldn't think of doing the things that Franco does.

The same thing is true of Mussolini and Hitler. The attitude of the Argentine, the attitude of President Vargas of Brazil, which has been decried in this country time and again as being friendly to the dictators in the person of Mussolini and Hitler, is viewed under an entire misconception of the attitude which they take. They do

not want any of Hitler. They do not want any of Mussolini. They do not want any of Franco. But they do believe, or did believe, that the things which were there done were things that had to be done in some such manner; and if they were to be done in the Argentine, or to be done in Brazil, they would have to be done by similar methods.

Now, if we can't understand that the Argentinian, the educated, cultivated Argentinian, may look upon the dictatorships, or may have looked upon the dictatorships of Europe, from an entirely different angle than the angle from which we look upon them, we haven't reached the first fundamentals of a common understanding.

Again, we talk about the Western Hemisphere. We talk about it as though it were a geographic unit set apart from the rest of the world—even without regard to the part that the airplane plays in it, without regard to the contraction of the world by aircraft. We have looked upon North and South America as in a sense belonging to a kind of set-up differing from Europe and differing from Asia.

About the only thing that justifies that position is the fact that we share the common name "American". And the name "America" and "Americans", which you and I have usurped without much thought as applying only to people who live in the United States of America, apply to the whole of the Continent. Amerigo Vespucci was a geographer who sailed down the East Coast of the South American Continent long before North America was ever thought of, when it was believed that all there was were the islands of the Caribbean, and a more or less large continent to the south. It was proposed that the continent to the south, which is now South America, be given the name America. A German topographer by the name of Mueller, I think it was, proposed that name; and that is the way we received the term "America". It originally applied to South America.

Then it was applied to the northern continent; and then by a characteristic process, we assimilated it unto ourselves, so that we sing songs entitled, "I am an American". When you sing, "I am an American", are you thinking of your fellow-American in Guatemala or in Patagonia? No—you are thinking of the people who in common with you inhabit the United States of America—the United States of North America.

Unfortunately, we have no name we can use for this country which will avoid that difficulty. But in a sense, that is about the only thing we have in common—that historical name—because geographically, as this war has brought to the attention of practically everybody who had not thought about it before, when you are on the tip of Brazil you are much closer to Europe. The northern hump of Brazil brings you much closer to Europe than you are to this country—so close, indeed, that one of the main concerns of this country at the outbreak of the war was the freedom with which the German Luft-waffe could proceed from Dakar in Africa to Natal in Brazil.

We are here in Illinois. If you drop a plumb line on your globe

south from Illinois, from Chicago, there is not a single foot of South American soil that would be touched. The entire Continent of South America, with all the people in it, lies to the east of a line which would be drawn roughly through Cleveland, Ohio. They not only lie to the east but they look to the East. They look to the East historically. They look to the East culturally. They look to the East commercially, because in all of those things they were in much closer relationship with Europe than they were with us.

So that the term "Western Hemisphere" must be considered in that light. Of course, we extended, at the beginning of this war, our own hemispheric conception to somewhat unusual lengths. We included the Azores, islands which in any geography I ever studied were never put in the Western Hemisphere. That was a political concept but not a geographical one.

So, one of the greatest talking points for hemispheric solidarity, which is a beautiful combination of words that is used a good deal, just doesn't have any foundation either from the historic, from the racial, from the linguistic, from the religious, or from the commercial point of view.

Well, what are there of common elements then?

We have a devotion in this country to liberty. We have a devotion to the rights of the individual. We have a devotion to the significance of the individual person. The Bill of Rights is framed to safeguard some of the most precious heritages of that individual.

We don't always live up to that. You and I know people who will get up and make fine speeches about liberty and the dignity of the individual, and all that, and then go back to their place of business, or even to their calling in or outside academic halls, and indulge in practices which could not possibly be reconciled with any real concept of the dignity of the individual; freedom of speech; freedom of thought; freedom of expression; freedom of assembly—all the great freedoms.

Nevertheless, in spite of the fact that in this city of Chicago a political machine, corrupt as they make them, has been in control for years; in spite of the fact that in the City of New York, for generation after generation a corrupt political machine has had control of the City; in spite of the fact that Boss Hague in New Jersey, and Pendergast in Kansas City are phenomena all too common in these United States of America of ours, we are devoted to the idea that such things should not be; that they are not proper; that they are things to be ashamed of and to be cured. And in that devotion, and in that ideal, we have a rallying ground for further progress.

In the same sense, strange as it may seem to many people who read superficially, if at all, about Latin-America, there is among Latin-Americans a deep, profound devotion to the ideals and principles of liberty.

In the days of Bolívar and San Martín and Miranda, the great leaders of the Revolution in Spanish America were influenced by

our own ideals, were influenced by the example of the French Revolution, and brought to the struggle for independence—a bitter and bloody and costly and hopeless struggle for years and years and years—a common belief in independence and in liberty, which they shared with us.

Simon Bolívar, though he favored a monarchy for Latin-America, nevertheless believed in such principles as cooperation. He believed in such principles as working together on the part of the independent nations in this hemisphere in the interests of peace; in the outlawing of war; in a common understanding with regard to rights, principles to which we today subscribe as readily as we did then.

And the enthusiasm for the United States of America in 1823, when President Monroe sent his famous message to Congress, was so great that the Latin-Americans wanted to share in our progress in the direction of the things we wanted to achieve in our struggle for liberty and freedom, after independence from Great Britain was won. They had the desire to make alliances with us, because they saw in us people in contrast to most of the countries of Europe at that time. Those governments had no faith in the ultimate ideal of a freedom of the common man; had no hope that progress lay in the direction of improving the lot of the common man and making him able to participate in the government.

These ideals are shared with us by Latin-Americans today. And that seems to me to be sufficiently fundamental so that many of these obstacles I have mentioned, some of which will never be overcome, pale into insignificance in comparison with the fundamental belief that there is something about liberty, that there is something about the development of the human individual in the state which, if not achieved completely in any one period, if not achieved perhaps even after a hundred years or 150 years, is nevertheless a goal toward which they are moving.

That seems to me to be, in a nutshell, the essence of the Pan-American idea.

Take the matter of commerce. I have spoken to a great many Rotary Clubs and Kiwanis Clubs, and chambers of commerce, and groups of that kind, about Latin-America; and usually at the end someone, during the question period, says, "What are the chances of trade between this country and Latin-America?" A perfectly natural question—a question which, of course, to a man in business, particularly if he is in a business which may have either gone into the exporting end of it, or been threatened by competition with foreign commerce, is not improper at all.

But the interest that leads such a man to ask that question rarely if ever seems to lead him to find the answer, which is as plain as the nose on your face.

The Argentine is a country which exports the same things the United States of America exports. There is no more possibility of doing business on a large scale between the Argentine and the United States of America, until those conditions change, than there

is for two adjacent jewelry stores on the same street to get wealthy by selling each other jewelry.

Now, that is not perverseness on the part of the Argentinians. It is not perverseness on our part, as many people think when we refuse to let the products of Argentina come into this country; when the farmers of Iowa raise a tremendous howl because the Navy buys a relatively few cans of beef in the Argentine. It is a situation which cannot be cured and a situation that is there, which means that for all foreseeable time to come the Argentine has to look toward Europe for its trade.

There will be a certain amount of trade between the United States and the Argentine. There has always been and always will be. But they secured their money from England. Their public utilities were built by English capital. The rest of it came from Belgium, France, and later from Germany. We weren't in any condition to advance capital. We were a borrowing nation ourselves in those days.

The sale of their products on which their economy depends all faces toward Europe. What is there for the Argentine if Europe is destroyed and a United States of America is neither able nor willing to buy their products? For them it looks like the end of their national economy.

We must recognize those things that have nothing to do with orneriness, nothing to do with chauvinism, nothing to do with isolation, they are the simple facts in the case; and to attempt to disregard them or ignore them obscures instead of enlightens the issue.

Why is it that on the whole the record of the last hundred years has shown the United States of America to be friendly with Brazil, and to be in friction with the Argentine? Many people will explain it by saying that the Argentinians are disagreeable people. They are called the Yankees of South America by most of their neighbors. (Laughter) They explain it by saying that the Brazilian is a more easy-going sort of person because like many of the tropical areas there is a good deal of admixture—was in Portugal before the Portuguese came over—of colored blood, that their attitude is more easy-going, more like our southern Negro; and they therefore don't take things so hard. They don't hate as hard. It is easier for them to love than it is to hate.

There is a modicum of truth in all that, but after all is said and done, if you want an explanation that doesn't need any of these other conjectural factors, look at the record.

Brazil was for years the greatest coffee-producing country in the world. It was the basis of her whole economy in the latter part of the 19th Century, and in the early years of this century. We were the greatest consumers of coffee. Brazil raised two-thirds of the world's coffee crop, and the United States of America took two-thirds of that crop itself. There is the explanation of why Brazil and the United States got along.

We have things the Brazilians want, and they have things we want; and therefore, we have a basis for commercial interchange.

There is no reason for friction. There is no question of currency, of credits—no question of duties. A simple exchange, a simple barter exchange between the United States and Brazil could very well have worked for a hundred years because they have the things we want, and we have the things they want.

It wasn't any different at the start of this war. Why did Brazil join in the declaration of war against the Axis powers when the Argentine didn't? Fundamentally, it was a question of military and naval defencelessness coupled with proximity. Brazil was completely defenceless against any kind of invasion which the Axis might, at the beginning of this World War, have attempted to exercise against them. On their side it was absolutely essential that the might of the United States and their might be joined together for their good.

For our good, of course, the answer was just as simple. A Brazil in which that hump of Natal is in the hands of the Axis powers would be a distinct and serious threat to the safety of the United States, particularly of the Panama Canal Zone. We had, therefore, a community of interest which made it perfectly obvious, almost unavoidable, that we should join together in this struggle.

What about the Argentine? You don't have to explain it by saying the Argentinians want Hitler or Mussolini to come over in this hemisphere and curtail the importance and power of the United States. That wasn't in their thoughts at all. The Argentinian is one of the most intense nationalists in the world. He believes in the Argentine. He is proud of it. He is sensitive about it. He is concerned about the welfare of the Argentine.

At the time when the decision had to be made about whether they would join against the Axis powers, the United States of America was in no position to protect the Argentine. We had neither the navy nor the air power to be of the slightest benefit to the Argentine if the Germans had decided to send their fleets and submarines against the Argentine.

The same thing was true of Chile, on the other side. Chile is another example. Why was Chile the last country but one, the Argentine, to join in this hemispheric solidarity? Because when that question was up for settlement it was not impossible that the Japanese naval power, after the destruction of our fleet at Pearl Harbor, might have turned its attention to the west coast of South America, and had they done so, we were in no position to help or protect the peoples inhabiting that area. With all the countries around the defence zone of the Panama Canal—it would have been impossible for Colombia or Venezuela, or even Peru, with the Galapagos Islands at the entrance to the Panama Canal—impossible for Central America—impossible for Mexico—impossible for the island republics to have remained out of it, out of the orbit of war when we entered it and we could afford them protection. Therefore, for their protection, for their existence as well as our own protection, we had to work together.

It is no accident that two of the most progressive and the two

most southern countries of this hemisphere were the least enthusiastic about the program for hemispheric solidarity in the war. Add to that the fact that in the case of the Argentine, by reason of her achievements on the economic plane, by reason of her achievements in education, her achievements in agriculture, her achievements along every line of progress by which material progress is measured, made her the natural leader of Latin-America. The position of leadership of the United States in this war, and before this war, was a direct threat to the possibility of the Argentine becoming the leader of the Latin-American states; and consequently, the United States of America, by its very growth, by its very influence, by its very preponderance of might, threatened to make it impossible for the Argentine to assume what she considered her rightful place.

We may say at this end, "What business had the Argentine to think of herself as the leader of Latin-America?" That doesn't answer the question. The Argentine did so think of herself, and the United States of America, willingly or unwillingly, knowingly or unknowingly, was an obstacle in the achievement of that ultimate end. Therefore, you will find a reaction in the Argentine to us which is quite incomprehensible to people who have gone let's say simply into Brazil, whose people have always shown and expressed affection, and admiration, for the United States; who are delightful people to meet; and who seem to us, because they like us, to be more our kind of people.

I have taken too long on these things. I want to point out just one or two other things that I think might have more immediate importance than some of these I have mentioned, because you and I can't do much about the export trade to the Argentine; we can't do much about the economy of Brazil; we can't do much about the distances between the United States and the Argentine and Brazil compared with their distance from Europe.

But I have been impressed in the course of my interest for over thirty years—almost thirty-five years now—in developing better relations between Latin-America and this country, by the obstacles that are presented in an unknowing, unconscious way by our own citizens, who go down into Latin-America.

Think of certain basic assumptions of which they are not conscious in many cases, which, in the ingenuous, open-hearted, I don't say open-mouthed way of the American traveller (laughter) are made known to all and sundry.

Among those notions is that which I have touched upon, that those countries are the Catholic countries, and what can you expect of Catholic countries. I have heard it again and again, with the implied assumption that we in the United States of America are not Catholics, and therefore we are of a superior breed of cats.

There are several false assumptions in that way—one of which is, of course, our own national life and history, which could never have been written without the contribution of the Catholics.

Second, that we pride ourselves on being people who believe, hon-

estly believe, in freedom of religion and in the right of every man to worship God in the way he pleases. Therefore, an assumption on the part of those of us who are Protestants that there is something inherently inferior in the Catholic—that is not only bad from our point of view, but it is absolutely fatal from their point of view.

They may not be good Catholics; I suspect a great many of the Latin-Americans, and some of the brethren here—Presbyterians and Baptists, Methodists, or whatever may be their formal church affiliation. We have many people in the United States of America who are members of the church but wouldn't qualify as good members of the church. There are many Catholics who certainly wouldn't qualify as good Catholics; and therefore, the assumption that we, as a Protestant nation, have a head start on the South Americans is fatal; but it is there, again and again.

Closely related to that is what might be called now the Nordic superiority complex. We call them "Dagos" and "Wops" and "Niggers" and "Greasers," and we have a great many different names for them, all of which, by implication, indicate that we are not like them—that we are something else.

Well, a hundred years ago, on the floors of Congress and in our newspapers, you can find evidence that many people in this country said they believed that God Almighty had chosen the Anglo-Saxons to rule this hemisphere, from the Atlantic to the Pacific, and from Hudson Bay to the Isthmus of Panama. That statement has been made in the halls of Congress by our own statesmen.

European War I came along and upset the theory of the superiority of the Anglo-Saxon a little because that term linked together the English, who were the Angles, and the Germans who were the Saxons. So, we had to find something else.

Someone thought of the term "Nordic". I don't know what a Nordic is. I haven't found anybody who knows. Presumably it is a person with a long head and light hair and blue eyes, coming from the north of Europe somewhere, who, by that very fact alone, ipso facto, as the lawyers say, is a superior person.

Let's suppose there is such a thing as a Nordic, and let's suppose he is a superior person. If I took a census of this group, there aren't half of us who would pass the examination. In other words, we in the United States of America are not a Nordic group, whatever a Nordic group might consist of in definition. We are a conglomeration of people, all of whom have made their contribution, which we recognize, and of which we are proud. And the distinctive characteristic of the American is partly due to that very fact, that he is not the result of inbreeding, which is the case in other parts of the globe. It is because he has within him, in the body politic and socially, the qualities of many different races. And when we talk about Nordic superiority and the destiny of the Nordics as compared with the Mediterraneans and the Alpines, we are just talking nonsense, in the first place; and we are, of course, condemning, out

and out, the population of Latin-America, 99 per cent of whom, I would say, couldn't possibly qualify under the term "Nordic".

If you want any sympathy with them, if you want any understanding, we have to get down off our high horse and recognize, first of all, that in our own civilization there are plenty of people who couldn't qualify as Nordics, who have made a rich contribution. And secondly, that while it is quite possible that the "Nordics" may have made their contribution; it is also possible that the Asiatics and the colored races, and the peoples of the Mediterranean have a contribution which they have made and will continue to make. If we are not willing to recognize that we have no basis for a common understanding.

Nationalism, patriotism, jingoism, chauvinism, depend on where you stand as to how you define them. They are gradations of the same thing. As long as we believe that America is the best country, actually and potentially in the world, or at least we can make a contribution to make it so, we are standing on solid ground. But as soon as we make the further assumption, which is commonly made by a great many people, that there is no other point of view, then in every misunderstanding that we have had with the Latin-Americas, from the Mexican War on, it follows that we view the situation as one in which we are a hundred per cent right and they are a hundred per cent wrong.

That may be very well for our self-satisfaction; that may be very well for our sense of well-being and pride. But it is not very well if you talk with a person who is a hundred per cent wrong, if he differs with you. And we find those questions again and again. If anything comes up with the Latin-American countries, and we do not see eye to eye, immediately the American condemns the other country as being absolutely wrong. Until we get away from that we can't have understanding for anybody, particularly with the countries of Latin-America who have been in the unfortunate position, during the last 100 years, of being the underdog, and therefore having had to submit to our views in many cases in which their conception of the rights and equities and justice in the situation was quite different.

I can cite you a long list of such instances—the Mexican War; the Panama Canal Zone; the blacklisting of firms in this past war, in Latin-America, from this end of the line, on a lack of information that the Americans living in those countries were quite aware of—the injustice which could never be cured of putting people who were really patriotic on a list which condemned them for all time in the eyes of their countrymen—those are things that we must, it seems to me, regret if we are going to do anything in the way of improving our understanding, and not simply assume that everything that is done must be a hundred per cent right.

Then finally, there is this common American characteristic which you find talked about on every ship that goes to Latin-America, and in the lobby of the hotels in the Latin-American countries. Even if

the person who happens to be talking is a Roman Catholic, with a dark complexion, who does not know anything about our history and doesn't care, he still has an out. He can come back with an irrefutable argument. The Latin-Americans are not our kind of people because they don't have as many bath-tubs per capita as we have.

The bath-tub-per-capita argument is just a symbol. The number of floors in the skyscrapers; the speed of the trains; the size of the circulation of the newspapers—the enormity of everything we do figures in this. The Latin-Americans are in a sense admirers of ours in those respects—they are emulators. They want to travel along that road as far as they can. They are a long way behind. But they cherish other things also.

The American business man who goes down to Latin-America to do business, after his first day's experience, will sit in the lobby of his hotel and say, "It's no wonder these people can't do any business". He will go into detail and recount an experience where he went in and tried to talk business, brought out a sample case. But he had another engagement. The courteous preliminaries took up time. He never got around to talking business. The gentleman asked him to come back. He forgot about the siesta period. He says, "These damned Dagos have a siesta and make me stay over here another day, and then they wonder why they can't do business".

If we want to do business with those people we have to do it in their way, because they don't have to do business with us. They can do business with the English—and above all, they can do business with the Germans. And the arrogant Prussian who now regards himself as the Herrenvolk, the elect of the human race, knows enough if he wants to go to South America and do business, to go to school in Germany where he learns all about those countries—their history and geography; their prejudices; their preferences; their heroes; their psychology; and above all, their language. When this arrogant Prussian went there to do business, he did business the way the Latin-American wanted to do business, not the way the Prussian wanted to do it. That is why the Germans, for all their racial handicaps in dealing with other people, found a way not only to keep us out of the market, but to threaten the monopolistic position in which Great Britain had found herself because of her advantageous situation a hundred years ago.

We have to see and be proud of what we do without flaunting it in the face of other people with whom we want to do business. Those things crop up. I have seen it crop up in our colleges, where we have students from Latin-America. We find thoughtless remarks by American boys, college boys and girls—I won't say anything about faculties—who are, in their hearts, friendly to these people; but through ignorance and through inadvertence they let a remark drop which spoils the whole year for a girl or a boy from Salvador or Peru.

So, we can make our contribution I think in the colleges not merely

by exchanging professors and students; not merely by providing scholarships and fellowships, which is all very well; not merely by having counselorships—sometimes the dean of men and sometimes somebody who assists the dean of men or women, to do all the nice little things to see they are properly located, introduce them around, and try to make them feel at home—learning their language even, in a manner of speaking—but also and above all, by acquiring a knowledge which together with the heart being in the right places makes it possible for us to be tactful and sympathetic and achieve the end we have in mind. This end is to try to insure that when those boys and girls leave, they leave with the feeling that here are a people who believe in the same things they believe in; who have the same virtues they have; who have the same defects they have; who do not regard themselves as superior; who think that their history and national heroes, their aspirations and their love of music represent qualities which perhaps we might enjoy sharing.

If we can make them feel that way, then we can come to an understanding with Latin-America, which, irrespective of geographical barriers, irrespective of language barriers, irrespective of religious barriers, can make the people—the promising people—the college boys and girls of this country and Latin-America, in the next generation, have a kind of understanding which these factors that I have just skimmed over make it almost impossible at the present time to achieve. (Prolonged Applause)

TOASTMASTER JULIAN: Dr. James, I want to thank you on behalf of our organization for that splendid address.

Our meeting is adjourned.

. . . The meeting adjourned at nine forty-five o'clock. . . .

SATURDAY MORNING SESSION

April 15, 1944

The meeting convened at nine-twenty o'clock, President Julian, presiding.

PRESIDENT JULIAN: The meeting will come to order.

Dean Thompson has an idea that he wants to present.

DEAN THOMPSON (Iowa): I have a telegram from my office, asking me if I would ask as many institutions as possible what their policy is on loans to students now in service in the matter of interest.

Are you waiving or postponing, or doing nothing about the interest on loans to students now in service? I say waiving—of course we are not and could not mean to collect interest for the period of obligation during service.

How many of you have your policy on your interest-bearing loans to students in service waiving the interest on them?

DEAN HUBBELL: Some of them are paying it anyway.

DEAN THOMPSON (Iowa): Had you notified them that the interest was waived?

DEAN HUBBELL: I can't answer that without asking the Comptroller. I know we decided we would waive it.

DEAN THOMPSON (Iowa): Are you, any of you, simply postponing the collection until later? Are some of you postponing your interest payments, expecting to collect it later—the obligation, of course, holding?

DEAN LLOYD: You mentioned interest rates. I wonder if it wouldn't be a good idea to get something on that.

DEAN THOMPSON (Iowa): Dean Turner handed me an Illinois' study that has been made by the Comptroller.

Out of ten institutions reporting—from the Big Ten area—all institutions, including Illinois, provide for interest on notes. The lowest rate in two institutions prior to maturity is 3 per cent; in three institutions, including Illinois, 4 per cent; in three institutions, 5 per cent or more. Interest varies at two institutions; in two cases, no interest is charged before graduation, on one of which this provision is limited to persons having a scholarship. Five institutions, including Illinois, include a higher rate of maturity.

I have been asking a half-dozen of you about interest rates, and I am finding that I think 4 is a rather common rate in the group. I know that we started 6 straight through, except on the Kellogg loans, and somewhere we hadn't stipulated what we charge; and I am convinced that we are far out of line and too high.

DEAN SINGLETARY: We don't charge interest until they graduate and have left school.

DEAN THOMPSON (Iowa): On our loan fund we charge 6 per cent of all loans; and where you don't charge until after graduation, I think you have a different situation. Most of our loans are short-term.

PRESIDENT JULIAN: We are ready now for the reports and discussion of the sectional meetings.

Dean Garner Hubbell has very kindly consented to report first.

DEAN HUBBELL: The small group sectional meeting was composed of one municipal university; two technical schools; two teachers colleges; and eight colleges.

Proposed questions for discussion were: Nine on veterans; two on dormitory administration; one on records; and one on the use of points, or a point system for the control of participation in extra-curricular activities.

Dean Nordstrand of St. Olaf, led off with a remark that he had been able to secure no negative information from the Army on the fraternities at his campus and felt the need for more complete information.

Dean Holter of Hiram College, reported that the local Veterans' Bureau had indicated in discussion with him that their chief concern was with veterans at the present time in bringing them to the point of employability.

Dean Linkins of Illinois Normal, pointed out the importance of avoiding putting a stamp on these men; and Dean Nanz of Carroll urged that we do not regard them as problems and give them that feeling about themselves.

Dean Lavelly of Allegheny College reported having five discharged soldiers on his campus, and that while they were not too well balanced they were not pathological cases. They were formerly students of the institution. One new student there had a problem because he does not know what he wants to do.

I was interested in reading in *Fortune* of February an account of the Army Air Corps' activity. There was one particular statement that impressed me very much as I read it. They described this program whereby they took these cadets in and at one time classified them; and it said until they found out that 20-year-old boys didn't know what they wanted to do, they gave them a choice. Dean Hanson of Normal State Teachers College reported that six veterans had returned to his campus and all were doing well.

In the general discussion that grew out of this, I suppose twenty cases were brought up that were actually known to members of the group, and only one or possibly two could have been considered critical. That is, men who did not go on to college.

Dean Lucas of Omaha University cited the case of a man 22 years old who had not graduated from college and sought admission to the University on the basis of his maturity. In discussing it, Dean Hunt of Swarthmore brought out a report of a conference in the East in which this problem had been discussed, and at which

time it was pointed out to them that New York State, and probably some others, required high school graduation.

Dean Hunt of Swarthmore stated that among the men coming back from service from his college, a large proportion of them had indicated their intent to return to college; and that this raised the question as to whether there was going to be room for everybody, and brought up the question as to the basis on which the selection would be made. That is, would preference be given veterans, or new students.

Dean Holter of Hiram College questioned just how many said they were coming back would actually show up when the war was over.

Dean Nordstrand of St. Olaf quoted us some authority stating that the first year would be a big one—finally tapering off.

Dean DuShane of Lawrence reported the use of cards for personal records, on which all, or nearly all, extra-curricular activity was recorded, including employment performed on the campus and during summer vacation.

Some inquiry arose about whether faculty members cooperated in furnishing requested information for files. Some felt this was poor; some, indifferent; some, good.

From what records we veered off into what use. Dean Hunt of Swarthmore mentioned the problem of dealing with agents of the F.B.I. who wanted to investigate student records. And Holter of Hiram quoted an actual case where a lawyer had made a photostatic copy of the student's record, in which some member of the faculty had used the word "irresponsible" to designate the student's attitude in the course.

It was generally agreed that records should be confidential, but that reports from records would or could be made by interpretation to those legally entitled to the same.

Dean Lavelly of Allegheny College asked for information on dormitory administration—that is, whether faculty control was used entirely, or a combination. Nordstrand of St. Olaf reported successful use of student proctors.

Linkins of Illinois Normal reported his campus was becoming counselor-conscious. As a result of this, the students themselves had, on an extra-curricular basis, organized a counselor training program; and that they operated this entirely. They occasionally invited the faculty to this, and occasionally invited them to take part; but the students operated it; and it proved very successful in preparing these students for the job of meeting new students at the beginning of the year.

Dean Van Houten of Newark College of Engineering raised the question as to how far we should go in the attempt to give specific advice to a man who has returned, a veteran, where it might serve his best interest to get a job in industry and try and pick up his professional training in night school.

The consensus of opinion seemed to be that we should present

the facts to him and help him see all kinds of factors, all sides of the case, and make his own choice.

DuShane of Lawrence College sought information on anyone who was using or had used a point system as a basis for controlling student participation in extra-curricular activity.

Hanson of Illinois Normal reported he had used and discarded the point system. The idea was definitely an outcast.

PRESIDENT JULIAN: I think we will have all these reports before we have our discussion. Isn't that the best procedure? We can get all the points before us.

PRESIDENT JULIAN: Let's hear from the middle size now. Dean Lloyd is going to give us that.

DEAN LLOYD: The sectional meeting for institutions with 1,000 to 5,000 students met in the Pan-Hellenic Room of the Levere Memorial Temple, April 13th, at 8:00 P.M.

Twenty-two institutions were present.

The chairman requested the members present to list the topics to be raised for discussion. It soon became evident there were so many—there were eleven different questions suggested—that we had to select some of them.

The first one: What are the implications of the current tendency toward centralization in personnel functions?

Two: What is the optimum testing service which we can expect to develop in connection with our student personnel program?

Three: How can the Office of Dean of Men be of the greatest practical help in connection with the problem of orienting returning veterans?

On this problem of orienting returning veterans, the group seemed to be thinking of the veteran who is back and in a hurry—not quite willing to settle down, but wants to finish his program in a minimum time. The suggestion was that probably one of our real functions would be to help this individual by ridding him of the superfluous hurry-up attitude, if we can get him down into the harness, rather than in a flighty state of mind.

Four: What is the possibility of developing an independent men's student organization? And in connection with that question, we wondered what can be done to keep alive the present depleted male organization groups on the campus.

Five: How can student morale be improved?

Six: Is it possible and desirable to develop pre-graduation vocational contacts which will assist in the promotion of a student's vocational ability?

Seventh: To what extent can interfraternity activities be promoted by the Dean of Men?

Eighth: What are the possibilities of a training program for personnel associates and assistant deans?

Ninth: How satisfactory are the results of testing programs in

connection with a program of vocational counseling? This question didn't involve what are some good testing programs. The thing they wanted to know was among the tests that we have used, what seem to be satisfactory and beneficial to the men who have been using them?

Ten: How can an adequate system of student personnel records be developed? Could the student personnel record be a part of the registrar's files, or should it be a separate record, including the academic record, and listed in the personnel office?

Eleven: The period of postwar reorganization. In the period of postwar reorganization, what modifications should there be in connection with the functions of the Dean of Men?

Twelve: Has the war made it possible for colleges to bring about, on a permanent basis, long-needed changes in campus affairs?

This is something that we could well work over if we have the time. I assume that we are trying to get at the problem of whether or not we regarded our conditions as ideal before the war, or whether we found certain things on our campuses that we might use the present situation as an opportunity to correct.

Thirteen: The inner resources for meeting crises. What are some of them for modern students? I would like to say in connection with that, and to pay tribute to John at this point for drawing this line rather definitely. He gave us, in a rather definite way, one of the several positions, one of at least two of the dominant positions with regard to religious attitudes of students or of anyone else.

It is quite likely that the fundamentalist position, as far as it can be taken by a body of men, would find an echo in the minds and hearts of a great many members of the Associations.

It is likewise evident that this is true—in a problem so vast as the religious attitudes of college men there would be a great number who would insist that our present moral, spiritual, and religious dilemma comes about not because we have failed to go back to fundamentalism. There are some people—and good thinkers—who insist that our trouble is we have been trying to give students a fundamentalist position; that they have refused to accept it; and that we have given them nothing else to take its place.

Again, I can give genuine tribute to John Bunn for drawing this problem into the convention, and doing it in a concise way in which everyone knew specifically where he stood regardless of our own position on the matter.

The problem of inner resources for students in meeting moral and spiritual crises is one which I think we would all welcome as one of the major items for discussion in future conventions.

There is one other point—ways of conducting a good social program when men are absent from the campus.

A brief preliminary discussion indicated there was sufficient interest in each of these problems to make a comprehensive discussion of all of them impossible. It was therefore decided to use the time available in discussing a few.

I might add we started on a centralized personnel program and that held us. The first problem called up had to do with the development of the centralized personnel program; a reorganization aimed in this direction is now an established factor, is in process in five of the schools represented.

The discussion showed a well-defined trend in the direction of centralization in the personnel field.

There was frequent reference to the desirability of establishing a central record office, and the importance of proper techniques in this field. The question as to the appropriate place and function of the Dean of Men in such a centralized program was considered in some detail.

There were a number of questions presented in connection with the general problem of re-orienting returning veterans into the academic program.

The possibilities and advantages of a system of selective re-admission were discussed. It appears obvious that some system of priority must be established when the large numbers of returned servicemen present themselves for re-admission to college.

Some schools have adopted a policy—a great many schools, I should say, have adopted this policy of admitting only so many students and turning the others down.

Dean Neidlinger gave us a rather clear statement in our section as to the problem and its complications. Shall we admit all returning servicemen, which would mean that we will have to ask some of the girls who are now registered not to register again? Shall we admit only the servicemen who were formerly students? Shall we attempt to do a job with too many for the facilities we have?

It may be possible that the continuation of a government-sponsored educational project similar to V-12 Program might be of value in this connection.

The question was raised as to when veterans should be re-admitted to college. If they are required to wait several months after their discharge from the services before going back to school, a number of factors may serve to complicate the situation.

The advantages of Yale's Servicemen's Institute were pointed out in this connection. It was recognized, however, that this program was impractical for a majority of schools due to heavy expense. I think that we can commend to the entire group a closer study of Yale's Servicemen's Institute—a way of returning faculty men veterans; dealing with returning student veterans, in a special school, to see where they belong, what they ought to be doing; and then where possible, of course, to move them into the regular Yale program; and where not possible, to devise some systematic program for them.

It was suggested that veterans might be admitted to college at any time. The time that elapses between their admission and the opening of the next regular term might well be used for exploratory reading.

It was also suggested that this time might be devoted to two or three short refresher courses in several basic fields. This might serve the dual purpose of re-establishing study habits, and also furnishing a more adequate basis for more adequate work in those fields.

Some interest was expressed regarding the desirability of establishing independent student men's organizations on the campus. There was some difference of opinion as to the need for and practicability of such an organization. Activities of this nature were in existence in four of the schools represented.

PRESIDENT JULIAN: And now the report from the large group, by Dean Biddle.

DEAN T. W. BIDDLE (University of Pittsburgh, Pittsburgh, Pennsylvania): Dean Julian, our group met under the chairmanship of Dean Earl Miller of U.C.L.A.

There were present some 26 deans and assistant deans, representing 20 different institutions.

Our meeting was of a discussion type—very interesting; and it was one in which all participated.

I have tried to group our discussion in a way that it can be presented logically and will mean something to you.

We entered the field of discipline problems. For the record I should say that these problems of discipline received our attention, and in particular, discipline as related to cheating on examinations.

We first discovered no uniformity of practice in the handling of disciplinary cases, and as well, no uniform penalty for offenses. Some schools reported they treat a first offense with severity to the point of dismissing a student from the university; whereas, others will do no more than fail the student in that particular test or examination.

Some schools reported they followed the practice of permitting the minor offenses and the first offense to be handled by the instructor or the teacher of the particular class. It is thought by this method that the position of the teacher with the students is thereby strengthened.

We were surprised to learn that deans of men in a number of institutions have no connection whatsoever with the problem of discipline.

One dean reported that matters of discipline are handled entirely by his students. His students are given full authority to commit, shall I say, the offending student to duties in the convalescent home; to recommend his dismissal from the university, and so forth.

Drinking and drunkenness were a matter of discussion. This matter was discussed in a general way, and we attempted to get an answer to the question: Is there more drinking today than in Prohibition times? The general answer seemed to be there is likely more drinking on college campuses today, but less drinking on the strenuous basis, to the extreme, and less drunkenness. All schools indicated a general rule prohibiting the serving of liquor at college

functions and in college buildings, but at the point of interpreting and enforcing this rule there were many differences of opinion.

Two important bits of philosophy were expressed, which I give to you for what they might mean. One: Colleges, as a practice, cannot permit and therefore must rule against all behavior—drinking, cheating, immorality, and so forth, which is contrary to any state and national laws and society's general morals.

And then with regard to the enforcement of such regulations, this was pointed out: For success with the drinking question and other such discipline questions we must depend finally on a student public opinion which opposes and will not permit such offenses. The point of it all is that strong-arm policemen methods will not accomplish the desired result.

The matter of publications was discussed. This was raised by several representatives of the institutions because they were having some grief in this field. These schools that reported they have given students alone the authority to select and supervise publications seem to be in some difficulty.

There was general agreement that the best plan for supervising publications is that of the publications board, and I think you are familiar with that. That is a set-up whereby faculty members and an equal number of students serve on a board which is responsible for the supervision and control and selection of the officers of the publication as a result of student candidating and presenting their qualifications.

Ordinarily, the authority of that board is exercised in general meetings with the certification of faculty advisers for both business and editorial staffs, to have the authority of counsel, but not the authority of censorship.

The counseling of foreign students was a matter that received our attention because it is anticipated that after the war there will be a great influx of foreign students—South American; European; Oriental—and that is present already in a number of the schools.

Some of the western institutions claim they already have some Chinese students. Our southern institutions have a good number of Latin-American students. One institution has over 100 Latin-American students who are presently quartered in what they call a Pan-American House, with Spanish-speaking hostesses and directors.

After discussing the situation, the general opinion seemed to be that the international house approach for the foreign student problem is not the best approach. The best approach is that of mixing the foreign students with our own student body so that we can do more for them and we profit more from their presence on our campus.

This discussion of foreign students carried on into a discussion of colored and Jewish minority groups, with the feeling that these groups are increasingly insistent upon their rights, and we are going to have to adjust our campuses in some means so that we may give them the rights to which they are properly entitled. The

solution of how to accomplish all this with comfort to all was not offered.

On the subversive front, things are reported to be fairly quiet at the present time. It was forecast, however, that the calm will not last long, nor beyond the present war.

A state policy for the subversive and political groups which seemed a safe policy for subversive and political groups, it was decided, would seem to be one of steering straight and not permitting on the campus any political clubs, or clubs associated with the outside political interests or parties, whether they be Republican, Democratic, Socialist, Communist, or what not.

Very briefly, student government was discussed, and again we were re-acquainted with the fact that the western school has gone further in actual student government than have the Middle-western or the eastern schools. In certain cases in the Middle West, student government has been carried to the point of actually supervising in every detail the student activity program, employing those who direct it in supervising the athletic program; employing football coaches and athletic directors.

PRESIDENT JULIAN: These discussions are now open for discussion. We will be glad to hear from the floor, from anyone who wishes to say anything about the matters that have been brought up, or any other matter you may have on your mind.

SECRETARY-TREASURER TURNER: Mr. Chairman, here is a practical suggestion about dealing with legal agents who want to use your records. That doesn't come up very often, and when it does it makes a ticklish problem, because there is a question as to just what extent your records should be made available to either the public or to officers of the law who come and want to take them.

Ordinarily, if an outsider comes in and wants information about a student, you can cover the situation. You know what you can do with them if you know the person who is raising the question. But if some strange lawyer comes along and says to you, "Now, I'm investigating such-and-such a person", and you discover in talking it over with him that there is a legal case involved, the sure out on the thing is to, in a very friendly way, say, "Now, you just subpoena me and my records and I'll appear at court with them". If you do that you will avoid any difficulties with the other side because right away, if you release the material without the legal call for it, chances are the other side will come along and say, "What in thunder do you mean by giving the other side this stuff?"

But if, in a very calm manner, you just say, "You subpoena me and my records and I'll appear in court", nine times out of ten that will be the last you hear of it. The tenth time you will be called into court and the records will be brought into court; and when you get there, you will find the judge won't admit your testimony, so you are all right. (Laughter)

PRESIDENT JULIAN: My hook-up is somewhat different from

that of the rest of you. I do no teaching, and I am connected with the business side of the university.

I can't speak too highly, at least as far as our experience is concerned, of the publications board, for handling publications for students.

I discovered this at the meetings. We incorporated the publications board in 1930. I shall not go into details, but that board has the power to select all editors and business managers, made up of both students and faculty. There has never been any difference of opinion of any consequence between the students and the faculty.

I think all of you have had the experience that if you get them to sit down and talk long enough, until they learn something about the subject, you usually come out pretty well. The board has been in effect for fourteen years—has been in existence for that length of time, and has a very substantial surplus—and even in this war year, it is putting out an annual.

DEAN MILLER: In connection with the problem of coordinating our counseling functions and our personnel work, I thought you might be interested in an experiment that we are just entering at U.C.L.A. We have had a committee during the past year working on that question. We have never had a director of personnel or office of personnel, and the various deans and other officers have carried on these functions without any systematic effort toward coordination.

We have been struggling with the question as to how to coordinate these activities, with the idea of setting up a director of personnel, with authority over the other people. It doesn't seem to work in very well in our program, putting a director of personnel in over the deans and their offices, with authority over the work of their offices.

What we have worked out and are going to experiment with during this next year is a system of committees. We are going to have a committee on health service that will include the chief of staff of the men; the doctor; and the women's doctor; and the nurses, and some others—a committee on vocational counseling and placement work (and part-time work is included in that), to perform quite a service for the students in that field—and a committee on counseling on personal problems—a committee on the academic counseling, which will include the deans of the colleges that the academic counseling heads up in each college. That means there will be regular meetings of each committee and each committee will include all the people concerned in that particular form of work. The chairman of each committee will sit on the central coordinating committee, and that committee will meet regularly and endeavor to work out and send back to the other committees, through the chairmen, the plans and principles of coordination we can work out.

That central committee will be a planning committee to study the overall picture of our personnel work; counseling work; and to try and expand it to fill in the points where we have gaps, and attempt to perfect the system.

That central committee will make recommendations to the president.

One other thought in that connection, which came up the other day, when we talked about the problem of psychological advice, counseling. We have found considerable difficulty in getting the best result by the use of professional psychiatrists, to use that approach, and we are now working out a plan to have a man adequately trained, competent, on the staff of the psychology department, added there for that purpose, working with the committee—the central committee—on personnel work, giving half of his time to this work. This man will also be a member of the committee on counseling on personal problems. So that it would seem to be a part of our organization; a part of the faculty; a part of the committee on counseling. And I can say to a boy, "Professor So-and-So is on our committee on counseling and very much interested in this problem, and I'd like to have you talk with him."

We have had two persons in our psychology department who have been interested. They are not able to give enough time to this, so that hasn't solved our problem, just to proceed on that basis; but by adding a person who can give adequate time, and using that approach, it seems as a result of our experience to work out better than to refer them to a professional psychiatrist, or a man added to the staff on that basis.

DEAN NOWOTNY: I would like to ask Dean Julian—what do you do about the things called "editorial propriety" or "censorship", or whatever you call it, with the board?

PRESIDENT JULIAN: We have no such thing as censorship.

I will admit that is locking the barn after the horse is stolen, but it has worked. We give the editors very fair and very strict instructions every time one is appointed. We are leaving this to their judgment. If they wish to seek advice—and we urge them to seek the advice of the head of the publicity department about anything about which they are in doubt, that is their privilege; but it is up to them.

We have tried both ways and we secured nothing from censorship except trouble.

I want you to understand we are a small institution where everybody knows everybody else. It might work at a smaller one and not at a larger one.

I was particularly referring to the financial side, and as I said before, I am interested in the whole thing. But it isn't very much fun to have the thing dumped on your desk as I had it dumped on my desk, in which every publication in the campus was in the hole, and had been running in the hole, and simply had not been paying its bills.

Since the publications board was incorporated, no publication, no firm has lost a dollar; no individual has lost a dollar from any of his dealings with any of those publications.

DEAN HENDRIX: I would like to ask a question, purely to see

if I can contact a few people who have satisfactorily solved the problem of the magazines—student magazines.

PRESIDENT JULIAN: You are referring to the alleged humor magazine?

DEAN HENDRIX: I presume that most of us have had at one time and another a magazine, and I would like to know who has been able to carry through to something he really believes in—something he thinks is worth-while, and still maintain this reasonable hold on the student body. If any of you have been able to do that I would like to get your name and address.

PRESIDENT JULIAN: I can speak to that.

I don't hold any brief for alleged humor magazines, but the fact of the matter is that over the years we have developed it so that there is nothing in it that is objectionable.

I will tell you that as far as our institution is concerned, the tobacco ads have kept the humor magazine alive. I don't know why they pay \$125.00 for the back page, but as long as that and a couple of students are able to put themselves partly through the University, and they don't put in anything objectionable, I let it ride.

SECRETARY-TREASURER TURNER: Alvan Duerr asked to bring up the matter of Who's Who among undergraduates down in Dean Hendrix' town. Dr. Duerr feels that that is one of the meanest rackets that has been developed in the country.

DEAN HUBBELL: Maybe Dean Hendrix would like to speak a little on that.

DEAN HENDRIX: I would be delighted. It gives me an opportunity to say there is no connection in any way between the University of Alabama, and this particular enterprise, except that we happen to inhabit the same locality. There is no connection in the way of any employee of the University having anything to do with it.

I have only been on this particular job about eight months, and I do not know all of the facts back of this particular publication, but from what little information I have on it I do not see any service, any real service that it renders in any way or in any form.

I will say, however, that students at our institution, when these things come into them, asking for the nomination of such students, take a particular interest in having their names sent in.

PRESIDENT JULIAN: I dumped it in the waste-basket until the student committee came into the office and asked me if we never received any of those requests. I had to confess that we did. They said all the other institutions in the state are sending in their lists of students; why not us?

I took it over to the Dean of Women. We had a conference with the President, and he said he couldn't see any harm in it, so we are and have been for the last three or four years, sending in nomi-

nations, and the college newspapers come out with big headlines and the names of those people in those groups of nominees.

DEAN HENDRIX: Inasmuch as this is our first occasion, we sent ours in on request, and they asked me for a statement of belief on them. I tried to give a noncommittal statement. I wanted to study the thing. Where is the financial racket; where does it come in?

SECRETARY-TREASURER TURNER: As I understand it, each student whose name goes in has to pay for his name after he gets it in there.

PRESIDENT JULIAN: He is urged to pay. He doesn't have to pay. It is just like Who's Who in the Western Hemisphere.

DEAN DIRKS: He probably does.

DEAN DuSHANE: The student is solicited, and the student's parents are solicited. Frequently the parents buy a copy of it just because they are proud of the fact their son or daughter is listed therein. Most of our students don't buy and don't pay, but they like to have their names in it.

DEAN DIRKS: Mr. Chairman, I wasn't asked by the students why their names weren't in there; I was asked by the president how it came about.

PRESIDENT JULIAN: That wouldn't bother me.

DEAN DIRKS: And I told him that I thought it was a racket, and that the folks down there will open their correspondence and find that I had some rather heated exchange with them, when I accused them of being just a plain racket.

PRESIDENT JULIAN: Isn't that an outgrowth of the parents' idea on publicity? Isn't that primarily what the psychology consists of in this case?

DEAN DIRKS: Same thing we older people do, but we shouldn't let the young people follow in our faults.

DEAN MOSELEY: I represent a school in eastern Tennessee. I was interested in the racketeering phase of this organization. I investigated a little and haven't been able to find any student who thought that it was such.

DEAN SMALL: I think there was one phase of it in the engineering schools, on the basis that all engineering firms purchase this magazine and they hire their employees on the basis of the record contained in this publication.

I don't believe anything like that happens.

MR. WATSON: Mr. Chairman, the question was raised in one of the early reports that New York State did not permit colleges to give degrees to student who were not high school graduates.

We have been doing it for twelve years in our evening school of engineering, admitting men who were not high school graduates, and giving them a college degree.

Two general principles hold. We give entrance examinations to all students, whether they are high school graduates or not, and normally we give those to twelve—to between eight and 1200 students, out of which we select 200, so that a man who is not a high school graduate, who comes into us, has established the fact that he is as good or better than a large section or group of high school graduates who wanted the same work.

The second principle that New York State insists on is that they be non-matriculated students, and in our evening curriculum, which runs for six years, that they take no subjects above the first two years, until they have completed satisfactorily two full years of work.

If they stand as now matriculated, they can't go up into the upper years, and do not clutter up the professional work.

Those two principles of establishing the fact prior to admission, and that they are not just guessing, that they are or hope they are the equivalent of the other students; and second, that you limit the level of work that they stick their nose into, until they have proved they can do college work side by side with high school graduates, have made that procedure acceptable in New York State, which is pretty snooty about records, and what have you. We have been, for twelve years, graduating men who did just as well in the college field, some of whom had no high school at all—just as starting. They picked it up at sea, studying with the ship's captain, or where have you, their mathematics, English, and other studies. They had no credits. They wrote the entrance exams and began their college work side by side with the other students who had finished high school; and with us it has been no nuisance, no bother. It has just run along as a smooth operation whereby these men who did have the ability and some self-taught or other training were able to pick up with their college work as adults and follow it right through to graduation.

The batting average of the group has been almost identical with that group we admitted. We can't find any difference in the rate in which they progressed through college.

PRESIDENT JULIAN: Anyone else have anything to offer?

DEAN DuSHANE: I would like to know if there is any standard national procedure for marking academic records, particularly for students who have been dismissed for cheating and for thieving? We have been wondering about the question of legal liability, and also about interpretation place on our transcripts by schools to which students may subsequently go for attendance.

Maybe the Association of Collegiate Registrars would, or should, provide some uniform procedure. Do you know whether there is any?

SECRETARY-TREASURER TURNER: There is no standard procedure.

DEAN DuSHANE: The only way I could find out would be to inquire of a number of different schools.

SECRETARY-TREASURER TURNER: That is right; and you

will find there are numerous institutions that will not place anything on the student. If it is a matter of dismissal, they will give the student the opportunity to withdraw. They won't re-admit him.

DEAN DuSHANE: Is that general practice?

DEAN GOODNIGHT: It isn't general practice to refuse honorable dismissal, if they have anything of that sort on the record.

DEAN NEIDLINGER: There is a long report on that by the National Association of Registrars. You will find it in their record.

PRESIDENT JULIAN: If you are interested, the Association of Registrars hold a meeting in Chicago next week. If you will contact your registrar and have it brought up, you will get the information.

PRESIDENT JULIAN: We have here as the next item on the program the completion of the discussion of postwar planning. Does anyone have anything further he wishes to say on this subject?

We do not want to prolong this meeting necessarily, but we want to give everyone who has anything he wishes to say, an opportunity to say it.

Dean Small has an announcement with reference to this bibliography, which he would like to make.

DEAN SMALL: I hesitate to make it because I don't want to push it onto anyone, but several members have brought it up. If you are interested in the supplementary bibliography on postwar planning and will send material you have on your campuses, I will see that the bibliography is compiled and sent out to other deans of men. I would appreciate any suggestions you have that you might make, which would make that valuable for the rest of us.

PRESIDENT JULIAN: Thanks very much.

If no one has anything else to offer, we are going to deviate from what has ever been the practice in this organization since I have been a member, and we are going to call on some men who are here for their frank opinion and their frank reaction to this meeting. We are not looking for compliments but for the guidance of the Executive Committee in planning future meetings it is very important for them to know what you want in a meeting.

We have with us the one founder of this organization, and I am going to ask Dean Goodnight to tell us what he thinks about this meeting.

DEAN GOODNIGHT: Mr. President and Gentlemen: I have considered this meeting very important. We are in a particularly critical time, very unusual situation. We are at a loss on certain things, and I wanted a lot of information about postwar planning particularly. We are vitally interested in that—postwar planning with regard to the return of fraternities to our campuses, one question that interests me very deeply and in which I have been very much interested.

I am also tremendously interested in the coordination of our personnel services. I was much interested to hear Earl Miller state,

a few moments ago, in outlining their plan for the coordination of their personnel work, that these subcommittee chairmen formed a general committee, and that all met regularly, including this general committee; and this committee recommends directly to the faculty.

We would be blown asunder if we attempted anything of that kind at Wisconsin. Our faculty is exceedingly jealous of its prerogatives. We are a faculty-operated institution. Neither the faculty nor any group can go ahead on anything unless it is something that has had the O.K. of the faculty.

In 1938, when we organized our personnel group, after I had listened to that famous speech on the "disappearing dean of men" at Texas—and we were presented with three alternatives—either that the dean of men would take over and become the Hitler of the organization; or he would be subordinated in the organization to a personnel director; or he would be eliminated—I didn't like any of those alternatives.

After thinking the thing over I didn't see any reason why there wasn't another one that had not been mentioned. So I called a group of twenty or thirty faculty people together—those who were associated with what we ordinarily know as the personnel departments, doing personnel work on the campus, and I suggested to them that something be done. I told them frankly about this speech and the alternatives put before us, and I said, "I don't see why we should, any one of us, start out and assume a Hitler role in the first place, or why we should have a personnel director come in and be a czar over the rest of us, or why we should be eliminated." I didn't see any reason why we could not associate ourselves together into a volunteer personnel council and attempt to do some coordinating of our work and get together.

We did that. That personnel council flourished for some four or five years. We increased our membership. It was open to anybody on the faculty who cared to join, cared to come in—we were glad to have anyone there; but it was a wholly unofficial organization.

We worked together for five years and our attendance grew to between ninety and a hundred people, who were there right along, and from the faculty who were interested in our work. We elected our own officers, and my Assistant Dean, Bill Blaesser, whom many of you know, was secretary.

We worked along very nicely until the faculty, a year ago, began to prick up its ears and say, "What is this organization here anyway? What is this volunteer personnel council? Is it getting any money appropriated to it? What are they doing? Are they infringing on faculty prerogatives in any way?"

We saw that the time had come to sell the faculty a bill of goods, which we did; and we further went to the faculty and said, "Here's what we've done. Here are our aims. And why isn't this undertaking, this enterprise, ready now for the faculty, ready to take over?"

They consented, so we are now incorporated as a faculty committee

on personnel. The members are elected by the faculty; there is a considerable list of ex-officio members, including the deans and the president and the registrar, and a couple of others; and the balance of the committee is elected by the faculty, and we are working along that line.

Our trend is not as was indicated in one of the sectional meeting reports, toward centralization of personnel work. We are aiming at dispersal of it throughout the faculty. We are trying to enlist now the interest and sympathy of all the members of the faculty.

We are trying to improve our counseling service by getting more and more faculty men interested in doing the right type of counseling; in giving them information; placing the information that we gather regarding students in the hands of any and all faculty people who desire to get on the ticket; and we hope for some success along those lines.

I consider this meeting has been a very beneficial one for me. It is exactly what I wanted, and I hope that the next one may be as good.

DEAN NOWOTNY: On this matter of personnel, I think Scott has the best answer for a large institution. It may be different in yours.

Do you believe the emphasis on research is always going to get promotion? That has been unfortunate with most college people. Do you feel your president and the faculty—if a man gives a lot of time to counseling, as a member of the German Department or Psychology Department, and did a good job—would give him as much recognition for doing that as if he wrote a few papers a year?

DEAN GOODNIGHT: No, not just as much. We are stressing that particular phase of it, that credit shall be given for good and expert counseling.

Unhappily, I think what Arno says is a pretty serious situation with us with regard to excellent teaching. I am afraid that the faculty at the University of Wisconsin, the administration, does not recognize excellent teaching as it should. We have had several cases of young men who are excellent teachers being frozen out because they haven't written a big book each year.

I hope we are not going to have that lack of recognition for good counseling. Our committee is moving in that direction and emphasizing that factor.

PRESIDENT JULIAN: I am going to ask the newest member of our organization to tell us what he thinks about this meeting. Dean Culley of Wheaton.

DEAN PAUL G. CULLEY (Wheaton College, Wheaton, Illinois): Mr. Chairman, I had the privilege of being with the meeting two years ago and found then, as now, that while a great many of the things discussed were not directly in application to our problems on the Wheaton campus, the fundamentals of counseling have given us very much encouragement inasmuch as we have the fortunate situa-

tion of being a college which has had what is now known as the personnel point of view, from the time in its early stages, when it was a small college in the hands of a few instructors, and now that it has grown to a place where it has to be quite well organized in the various administrations.

It has been an advantage to me to realize that the problems that are met in one college are met everywhere; and that the things which are most distressing to us are a common grief to everybody in every other part of the world; and to realize, as Dean Bunn was saying yesterday, that human nature is very much the same, not only from one generation to another but in all parts of the world. That has been my observation not only in this country, but in other countries, where it was my privilege to serve before the war, in the Orient.

There has been this special emphasis on postwar planning for those who are coming back, and I must say I lean very strongly to the optimistic point of view that Dean Hubbell expressed in the very beginning. It is my fond hope at least that there will not alone be the exaggerated problems which will come to us, but that among the finest men we have had on our campus there will be the return of many of those finest men, with an added experience of self-discipline; and while we might be wrong in building too heavily on that as a means of counterbalancing the exaggerated level after the war, I do look for a maturity of understanding and a clearness of vision on the part of a great many students who come back. This will go a long way, I believe, to helping us solve the problems of those who are less mature, and who are having a fling back into the unrestrained life which they have been able to stay out of under strict Army discipline.

In the return of many of them I believe we will profit a good deal, as has been suggested by someone earlier in the meeting, from the standpoint of placing a large degree of responsibility on those who have the particularly unrestrained attitude. If we can place upon them responsibility and make them their brother's keeper, and realize that is so, I believe that the problem of their particular activities will be much diminished.

There is one suggestion for what is possibly an outgrowth of the orientation programs which we have been toying with at Wheaton, and which I would ask for advice from any who may have thought further on the subject, who may have had experience in it. The thought has been suggested and has been developed only in a slight degree, whether we might have, at the beginning, especially at the beginning of the fall semester when the greater number of students will be coming in and doubtless a greater number of returning veterans, a sort of pre-session—we might call it, as we have, a two weeks' intercession, between commencement and the summer school, which makes it possible to get practically a full semester's work in the summer school. Would it not be possible for us to profit a great deal from a pre-session of two weeks, which would be preferably with academic credits to hours credit, for the two weeks of work,

which would have a well-organized survey, orientation and introduction, to have as a study, thereby allowing some of the departments an opportunity to better stratify their students in the various sections, and allowing us to be of especial help from then on to those who are finding it difficult to meet the critical needs?

I am inclined to believe there would be a considerable value to that as a brief introduction to the school year, especially for these who have been out of school for some time in active combat service. I would appreciate along that line any suggestions I might get either in private or in the meeting.

I appreciate the privilege of meeting with the deans who have had far more experience than I have had, because I came into the work of the personnel branch more by the back door than anything else, having been interested in personnel work all my life through an interest in personalities; but having been invited into this work because I was back home in this country by reason of the war. I had closed a fair share of our missionary activities over in New Guinea and the East Indies.

I would re-affirm the statement that was made yesterday, by Dean Bunn, that the part of counseling I believe in dealing with the inner life of the individual, and without dealing with these things that are eternal varieties, and getting a man's feet on solid ground, that can't be shaken by any change of circumstances of life—giving a man a solid acquaintance, an intimate acquaintance with the Maker of the Universe, and the One who has made it possible for us to be delivered from all these difficulties of life—I think there we have the heart of counseling and the greatest opportunity that any personnel worker has, which is not exceed by any other worker on the campus.

PRESIDENT JULIAN: We are very happy indeed to have Wheaton College join our group.

We are also very happy to announce that we have an M.D. in our group for the first time, in the presence of Dr. Culley.

Now we are going to the back of the room and ask our former Dean Rollins, who has wandered somewhat afield of our group, what he thinks of this meeting and what suggestions he has to offer.

DEAN L. J. ROLLINS (Harvard Grad. School Bus., Cambridge, Massachusetts): The thing that impresses me most, and why I strayed from the deans of men offices, is because I felt that one or two people could be of very little influence in a school with four or 5,000; and the only way I could attack that problem was to go back into housing and counseling and getting the university organized, so as many men could see as many students as possible.

I think the trend here shows that in getting organized for the future that is what you are thinking. You are thinking to organize the university. And I shudder when I listen to some deans considering one or two assistants in trying to handle this job of returning veterans.

At the present time—and I can tie that up—I have charge of a

school of returning veterans at the University. In other words, each Assistant Dean has charge of a school. I have had graduated seventy-two, and these men are all men back from the fighting fronts, after three, four, and five years of experience—no one having been out of the country less than two years.

In working with those boys for four months at a time—sixteen and seventeen weeks—it provides no idle problem, and I think you have to be very careful about fooling yourself that any one office in the university can handle such a group. It takes a great deal of individual work, and you must get the faculty.

We find the only way we can handle it is to go to the faculty member and get each faculty member to make out a report. That is, really a survey of what he thinks of each individual student. That is the only way we can detect the problem and get down to base facts as to what these men are thinking. We have each faculty member make it out and handle it, and check up on what they know about the students.

This meeting gives me the feeling that you are doing a great job of overall planning; and after all, sixteen or seventeen years made a great change in the organization, and I think it is all for the better, because we can remember the times when we just wouldn't meet with personnel people and wouldn't stand for any organization, or even sitting down across the table from deans of women. I think unless you organize that effort and I see you are doing it here, you will have a hard road to hoe when these boys come back.

I can't go along with a lot of people on the basis of its being such a difficult problem. The problem comes in trying to pick out the boys that need real help. I have some men from your institutions at the present time, and I think they are taking advantage of this nervousness about the war. They are taking great advantage, sitting back and saying that they have to do this; and I think they are being kidded in many cases. At least in the instance where I find out what kind of fellow he was before he went into the service, that gives me a clue as to whether or not we are being kidded. I think we have to be careful about that.

The worry I have—and I think you are doing it here—is concerned with how much organization you are going to have within your group to influence your own institution. I think your thinking along that line is getting along very well. I think Don Gardner was pretty matter-of-fact and worried about the proposition that we should have more organization on these problems.

I am very pleased to come back. After all, I have always wanted to get back into real personnel work, and I think the Association has changed greatly for the best.

I see a great future for the organization—greater than before—and I think you fellows are thinking along the right line, particularly about this overall problem—and that is the particular boost I've had since I have been here—to see that thinking on the motivating forces. I can tell you gentlemen in talking to your students, and we have

ten or twelve from one institution, that very few of them I think have had the influence by you in real personal counseling, but they have been influenced greatly by you from what you have stood for. What you have stood for has influenced their organizations—everything they put into them—and I think many of you have been a much more motivating force than you really have realized, particularly with many students whom you have never ever seen and never met.

DEAN R. E. MANCHESTER (Kent State University, Kent, Ohio): I think this particular discussion is very fine because it gives us a chance to comment on perhaps things that we haven't discussed before.

I think right now is a good chance to make one or two suggestions. When I first came into this organization it was the first organization that really gave me any great thrill or enthusiasm. Now I pass up every other convention, if necessary, in order to make this one.

I am thinking of this: The war isn't going to last forever, and some time before long we will be coming back to a pattern such as we had two or three years ago, and before that. But there are two or three things I wish to mention.

The thing that impressed me most when I came into this organization was the contacts it gave me with men. I have been coming for ten or twelve years to these meetings and cannot remember now hardly anything of the detail of the meetings I have listened to—but I do remember the men. I think one of our great objectives should be the keeping of the Deans of Men and not allow them to be smothered and covered up with a big mass of detail on all sorts of methods and small matters connected with counseling and similar things.

I say that because probably the greatest contribution any dean can ever make is through his inspiration as a man. I don't think it is going to come through giving vocational aptitude tests, or anything of a similar nature. And I am hoping that we won't become so mixed up with all of the detail that we will lose our men. I think that would be the greatest tragedy in American education if we lost the Deans of Men as individuals.

One other point: One of the most pleasant parts of our gatherings in the past has been the bringing of our families and gathering before and after our meetings in a sort of reunion—meeting maybe only once each year—but it was a wonderful experience; and I hope when this emergency is over we can come back to that again.

PRESIDENT JULIAN: I feel very much better. I was wondering if we weren't going to hear from the Sage from Kent. I always expect to hear him at least once at every meeting. I read his letters; I have all of them; and I enjoy them.

We have a guest here, whom I am going to call on to give us his straight-from-the-shoulder idea on our meeting; and while he is on his feet, I would also like to have him tell us what is the status

of Phi Eta Sigma during the war. I refer, of course, to Dean Glos, who is the Executive Officer of Phi Eta Sigma.

DEAN R. E. GLOS (School of Bus. Adm., Miami University, Oxford, Ohio): Phi Eta Sigma has forty-eight chapters. Of that number, forty-five have already held initiations.

I hope that if any of the deans are here from those other three schools, they will take that message back and see that there is an initiation soon at their particular institution.

We thought the organization would be very active. It turned out that was not the case. Consequently, we are interested in expanding, and we would be glad to entertain petitions and vote on chapters at any of the institutions where the dean of men might feel that was a worth-while activity to promote on his particular campus.

I understand that Dean Goodnight made a few complimentary remarks about the organization, and you all know Dean Goodnight and have a lot of confidence and faith in his judgment. And if he is assured about the value of the organization to his campus, as he seems to be, I don't believe any further sales talk on my part would be necessary.

Speaking as a representative from a member school of the Association, but a school which does not have a dean of men, I think I might say that in attending these sessions I have come away with a conviction that has long been one of mine, that our institution is missing a good bet in not having a dean of men. I think the discussions here, and the activities of the member deans, the things you are doing on your campuses perhaps indicate that we are somewhat lax and are not doing all we might, because we don't have a dean of men.

The President was asking for suggestions on the meeting. I think you can be complimented on the fact that most of the discussion I have heard has been along the lines that I think would be important, and that is the practical. A dean of men should be an inspiration, but he probably gives his inspiration through concrete action; and it is those concrete actions that you have discussed in large part, although so frequently I think in connection with postwar planning you get into discussions of how we are going to do things in the postwar period, in such generalities, that you go away with the idea that might be summed up in this way: "What is it we're going to do?"

I think if it was possible to build up a postwar program consisting of some specific steps that your school was going to take, I think that would be worth-while. As long as you deal in generalities, without going into the method of implementing the generalities, you are in the same boat that I am in with our institution, where I am on a postwar planning committee. I think we spend a lot of time and have some very fine ideas and ideals, but I am constantly searching, as I am sure most of you are, for ways to implement those fine plans we have, if they can just be carried out.

In conclusion, may I say again that I will be very happy to talk

to anyone here who is interested in Phi Eta Sigma. I think it is no secret to any of you that practically all of the expansion that has taken place has been the result of the Deans of Men meetings and the interest of the Association in that organization. If it were not for that I would be embarrassed in mentioning this particular organization at this time.

PRESIDENT JULIAN: We will proceed to the next item on the program, which is the Annual Business Meeting.

The first item is the report of the committees, and I will call on the Resolutions Committee. Dean Corbett is Chairman.

Dean L. S. Corbett, of the University of Maine.

DEAN CORBETT: Your Committee on Resolutions, composed of Louis H. Dirks, DePauw University; R. H. Linkins, Illinois Normal University; T. P. Pitre, Massachusetts Institute of Technology; B. H. Singletary, Louisiana State University; and L. S. Corbett, University of Maine, are ready to report.

With your permission we will offer two resolutions first, and then will follow with the others.

"Whereas, the Lord in His infinite wisdom has seen fit to take from our midst one of our beloved and esteemed members in the person of Dean Emeritus Stanley Coulter of Purdue University, distinguished scientist and scholar, lover of nature, leader in conservation, humanitarian, administrator, staunch supporter and contributor of the National Association of Deans and Advisers of Men, an eminent citizen of his community for everything good; therefore, be it

"RESOLVED, That this Association in conference assembled on this 15th day of April 1944, express its sense of deep loss at his passing; and be it further

"RESOLVED, That this resolution be incorporated in and made a part of the minutes of this its 26th Annual Conference; and finally, be it

"RESOLVED, That copies of these resolutions be sent to his daughter, Mrs. Albert C. Smith and to Purdue University."

"Whereas, the Lord in His infinite wisdom has seen fit to take from our midst one of our beloved and esteemed members in the person of Dean Emeritus Victor I. Moore, of the University of Texas, distinguished scholar and athlete, competent officer, enthusiastic member and tireless worker of the National Association of Deans and Advisers of Men, able and dynamic force in the interests of student welfare; therefore, be it

"RESOLVED, That this Association in conference assembled on this 15th day of April 1944, express its sense of deep loss at his passing; and be it further

"RESOLVED, That this resolution be incorporated in and made part of the minutes of this its 26th Annual Conference; and finally, be it

"RESOLVED, That copies of these resolutions be sent to his family and to the University of Texas."

I move that the resolutions be adopted.

PRESIDENT JULIAN: Is there a second?

DEAN HUBBELL: I second.

PRESIDENT JULIAN: As many as favor the motion make known by saying "aye". I think it would be eminently fitting at this time that we should rise and stand in silent tribute to these men.

. . . The group arose and stood in silent tribute. . . .

DEAN CORBETT: "Whereas, the arrangements and programs of the Annual Conference of the National Association of Deans and Advisers of Men have been carefully prepared and efficiently executed by President Julian and Secretary Turner; and

"Whereas, the Sigma Alpha Epsilon Fraternity and Northwestern University have provided for the comfort and pleasure of the visiting delegates; be it therefore

"RESOLVED, That the National Association of Deans and Advisers of Men express their sincere thanks to Dean Lyman of Northwestern University and to Mr. Lauren Foreman, Eminent Supreme Recorder of Sigma Alpha Epsilon."

I move the adoption of this resolution.

DEAN DIRKS: I second.

PRESIDENT JULIAN: As many as favor the motion make known by the usual sign. The motion is adopted.

DEAN CORBETT: "Whereas, this Conference has been honored by the presence of distinguished guests and visiting speakers; be it therefore

"RESOLVED, That the National Association of Deans and Advisers of Men express appreciation to the Departments of our National Government, and to the branches of our Military organization, and to the National Interfraternity Conference for their contribution to the program."

I move the adoption of this resolution.

PRESIDENT JULIAN: Is there a second?

DEAN CLOYD: I second.

PRESIDENT JULIAN: As many as favor the motion make known by the usual sign. The motion is carried.

Thank you very much, Dean Corbett.

We will now have a report of the Committee on Nominations by Dean Goodnight.

DEAN GOODNIGHT: Mr. Chairman and Gentlemen: Your Committee on Nominations wishes to place before you the following slate of officers: For President, that veteran West Coaster and famous Dean of Men, Dean Earl Miller of U.C.L.A. Then, in order

that the country may not tip up, we turn to the East Coast for a Vice-Presidential candidate and submit the name of Ad-miral Cloyd. (Laughter)

Our Secretary, Fred H. Turner, is such a fixture that no nominating committee would have the temerity to suggest any change in that office.

Mr. Chairman, I submit that slate of nominations for the offices.

PRESIDENT JULIAN: Do you move its adoption?

DEAN GOODNIGHT: I move its adoption.

PRESIDENT JULIAN: Is there a second?

DEAN SINGLETARY: I second.

PRESIDENT JULIAN: Now for discussion. We are all well acquainted with the qualifications of all the candidates, including the Ad-miral.

Are there any nominations from the floor? If not, as many as approve the adoption of the Committee's nominations make known by the usual sign, "aye"; opposed, "no". Gentlemen, you are elected.

DEAN GOODNIGHT: Mr. Chairman, the remainder of the Executive Committee is by presidential appointment, so, of course, we make no nominations in that matter.

With regard to time and place of the meeting for next year, we have decided to recommend that the meeting be held during at least the last ten days of the month of April, moving it forward far enough to get away from the change of quarters, which bothers some of the deans in their attendance if the meeting is held earlier—sometime after the 20th of April.

As to the place, we have decided to recommend that it be left to the discretion of the Executive Committee, because of conditions which are so uncertain. We will have to leave it to their judgment to see what are the best arrangements that can be made at that time.

I move adoption of this report.

PRESIDENT JULIAN: Is there a second to that motion?

DEAN DIRKS: I second.

PRESIDENT JULIAN: Any remarks? If not, all in favor say "aye"; opposed, "no". The motion is carried.

PRESIDENT JULIAN: I think it would be fine if we could hear from the new President, Dean Miller. (Applause) I suggest that the new President come to the platform. I wish to congratulate you.

. . . As President Julian and President-Elect Miller shook hands, the audience applauded. . . .

PRESIDENT-ELECT MILLER: I am very glad to have an opportunity to say just a word to you.

I have found this organization one of very great benefit to me. I attended my first meeting in 1925; and as I indicated in one of

the meetings the other day I received many suggestions and much help that I have carried back and put into effect.

I have always been sorry that I couldn't attend every year. I have always been permitted to attend every other year by our budget limitations.

I have found the organization not only a great help to me in my work, but a source of very great pleasure in the friendships I have been able to make in contact with the men of this organization.

I think this organization has done a very great work. I am confident of that; and I feel it is a very great honor to have the opportunity to serve as an officer. (Applause)

PRESIDENT JULIAN: We must hear from the Ad-miral. (Applause) Front and center, please.

VICE-PRESIDENT-ELECT CLOYD: I certainly appreciate this honor, and I shall work to make this next year's meeting somewhat approach the success of this year's meeting.

PRESIDENT JULIAN: Is there anything further for the good of the order that any member has to offer? If not, we will call this meeting adjourned.

. . . The Conference adjourned at eleven-thirty o'clock. . . .

APPENDIX A

Official Roster of Those in Attendance at the Chicago Meeting

Name	Institution	Title
Alderman, William E.	Miami University	Dean, College of Liberal Arts
Arbuckle, G. O. Lt.	U. S. N. R.	
Avery, Horace W.	Guest	
Banta, George Jr.	Banta Publishing Co.	Menasha, Wisconsin
Beam, Paul C.	Phi Delta Theta	Executive Secretary
Biddle, Theodore W.	Univ. of Pittsburgh	Dean of Men
Bishop, Robert W.	Univ. of Cincinnati	Exec. Secy. YMCA and Fac. Adv. to Frat.
Bowman, Claude C.	Temple University	Dean of Men
Bunn, John W.	Stanford University	Dean of Men
Buntain, W. J.	Northwestern University	Dir. of Dormitories
Bursley, Joseph A.	University of Michigan	Dean of Students
Bursley, Philip E.	University of Michigan	Dir. of Orientation
Cloyd, E. L.	N. C. State College	Dean of Students
Congdon, Wray H.	Lehigh University	Dean of Undergrads.
Conklin, Arch B.	Bowling Green St. Univ.	Dean of Students
Conwell, H. H.	Beloit College	Dean of the College
Copeland, Fayette	University of Oklahoma	Counselor of Men
Corbett, L. S.	University of Maine	Dean of Men
Culley, Paul G.	Wheaton College	Dean of Men
Daniels, John M.	Carnegie Inst. of Tech.	Acting Dean of Students
Daniels, Stewart D.	Alpha Tau Omega	National Secretary
Dirks, Louis H.	DePauw University	Dean of Men
Duerr, Alvan E.	Nat. Interf. Conference	
DuShane, Donald M.	Lawrence College	Dean of Men
Enteman, V. C.	Nat. Interf. Conference	Vice-Chairman
Foreman, Lauren	Sigma Alpha Epsilon	Eminent Sup. Recorder
Foresman, James R. Lt.	U. S. N. R.—Guest	
Gardner, Donfred H.		
Lt. Col.	U. S. Army	
Glos, Ray E.	Miami University	Dean, School of Bus. Administration
Goldsmith, Fred I.	Purdue University	Dean of Men
Goodnight, S. H.	Univ. of Wisconsin	Dean of Men
Guess, R. Malcolm	Univ. of Mississippi	Dean of Men
Hampton, V. James	University of Illinois	Asst. Dean of Men
Hanson, Ernest E.	Northern Illinois State Teachers College	Dean of Men
Harper, W. C.	University of Nebraska	Assistant Dean
Hendrix, Noble B.	University of Alabama	Dean of Students
Hindman, Darwin A.	University of Missouri	Dir. Student Affairs
Holter, F. J.	Hiram College	Dean of Men
Howes, Raymond F. Lt.	U. S. N. R.—Bureau of Naval Personnel	
Hubbell, Garner E.	Principia College	Dean of Men
Humphreys, Allan S.	University of Arkansas	Dean of Men
Hunt, Everett	Swarthmore College	Dean
Kinsel, Delber E.	Ohio State University	Asst. Dean of Men
James, Herman G. Dr.	Representative—Dept. of State	
Julian, J. H.	Univ. of South Dakota	Dean of Student Affairs
Krathwohl, W. C.	Ill. Inst. of Technology	Dir. Educ. Tests
Lange, Laurence W.	Ohio University	Dean of Men

APPENDIX A (Continued)

Lavelly, Horace T.	Allegheny College	Dean of Men
Linkins, R. H.	Ill. State Normal Univ.	Dean of Men
Lloyd, Wesley P.	Brigham Young Univ.	Dean of Men
Lobdell, Harold E.	Mass. Inst. of Tech.	Dean of Students
Lucas, John W.	University of Omaha	Dean of Students
Lyman, E.	Northwestern University	Dir. of Student Affairs
McElroy, C. H.	Okla. A. and M. College	Dean of Men
McPheeters, W. E.	Lake Forest College	Dean of the College
Manchester, R. E.	Kent State University	Dean of Men
Miller, Earl J.	Univ. of Calif. at L. A.	Dean of Undergrads.
Mitchell, Fred T.	Michigan State College	Dean of Men
Moseley, John O.	University of Tennessee	Dean of Students
Murphy, A. J. Jr.	Carnegie Inst. of Tech.	Dean of Men
Nanz, Ralph S.	Carroll College	Dean of Men
Neidlinger, L. K.	Dartmouth College	Dean of the College
Nims, W. H.	Northwestern University	Counselor for Men
Nordstrand, Norman	St. Olaf College	Dean of Men
North, Sidney B.	Alpha Phi Omega	National Secretary
Nowotny, Arno	University of Texas	Dean of Men
Olmsted, C. T.	Univ. of Michigan	Asst. Dean of Students
Page, Ralph E.	Bucknell University	Dean of Men
Park, Joseph A.	Ohio State University	Dean of Men
Pitre, T. P.	Mass. Inst. of Tech.	Associate Dean
Postle, Arthur S. Lt.	Navy V-12	C. O.
Rea, W. B.	Univ. of Michigan	Asst. Dean of Students
Rehder, T. M.	State Univ. of Iowa	Manager, Univ. Dining Service
Rock, Charles L.	Univ. of Minnesota	Dir. Student Activities Bureau
Rollins, J. Leslie	Harvard Grad. School Bus.	Assistant Dean
Schafer, Mac Henry	Northern Trust Co.—Guest	
Schalinske, Theo	Capital University	Acting Dean of Men
Sewell, Malcolm C.	Sigma Nu	General Secretary
Shiel, Frank C.	Univ. of Michigan	Acting Director and Bus. Mgr. of Res. Halls
Singletary, B. H.	La. State University	Dean of Men
Small, George D.	Kan. St. Teachers Col.	Dean of Men
Snyder, M. P. Lt.	U. S. Navy	
Somerville, J. J.	Ohio Wesleyan	Dean of Men
Speer, George S.	Central Y.M.C.A. College	Dean of Students
Stafford, E. E.	Univ. of Illinois	Acting Dean of Men
Thompson, C. Woody	University of Iowa	Dean of Students
Thompson, J. J.	St. Olaf College	Asst. to President
Thornbury, William D.	Indiana University	Dean of Men
Tibbals, C. A.	Ill. Inst. of Tech.	Dean of Students
Turner, Fred H.	University of Illinois	Dean of Students
Turner, Walter	Shurtleff College	Dean of College
Twining, Paul E.	University of Akron	Adviser of Men
Van Houten, Robert W.	Newark College of Eng.	Dean
Watson, Walter S.	The Cooper Union	Dir. of Student Relations
Wentworth, W. Norris	University of Illinois	Dir. of Residence Halls
Wilson, Leroy A.	Nat'l. Interfra. Conf.	Chairman

APPENDIX B

Roster of Members 1943-44

Institution	Address	Representative
Akron, University of	Akron, Ohio	
Alabama, University of	University, Alabama	
Allegheny University	Meadville, Pennsylvania	Horace T. Lavelly
Arkansas, University of	Fayetteville, Arkansas	Allan S. Humphreys
Augustana College	Rock Island, Illinois	
Baker University	Baldwin, Kansas	Benjamin A. Gessner
Beloit College	Beloit, Wisconsin	Harmon H. Conwell
Bethel College	Newton, Kansas	P. S. Goertz
Bowling Green St. Univ.	Bowling Green, Ohio	Arch B. Conklin
Brown University	Providence, Rhode Island	S. T. Arnold
Bucknell University	Lewisburg, Pennsylvania	Ralph E. Page
Butler University	Indianapolis, Indiana	Karl S. Means, Chairman Men's Council
California, Univ. of	Berkeley, California	
California, Univ. of at Los Angeles	Los Angeles, California	Earl J. Miller
Capital University	Columbus, Ohio	
Carnegie Inst. of Tech.	Pittsburgh, Pennsylvania	John M. Daniels
Carroll College	Waukesha, Wisconsin	Ralph S. Nanz
Case School of Applied Science	Cleveland, Ohio	
Cincinnati, Univ. of	Cincinnati, Ohio	
Citadel, The (The Mili- tary School of S. C.)	Charleston, So. Carolina	Leaman A. Dye
Colorado College	Colorado Springs, Colo.	Wesley Gadd
Colorado, University of	Boulder, Colorado	H. G. Carlson
Cooper Union Institute of Technology	New York, New York	Walter S. Watson, Director of Student Relations
Dartmouth College	Hanover, New Hampshire	L. K. Neidlinger
Delaware, University of	Newark, Delaware	C. E. Dutton
Denison University	Granville, Ohio	C. F. Richards
Denver University	Denver, Colorado	Colbert E. Cushing
DePauw University	Greencastle, Indiana	Louis H. Dirks
Drexel Institute	Philadelphia, Pennsylvania	L. D. Stratton
Florida, University of	Gainesville, Florida	R. C. Beaty
Georgia School of Tech.	Atlanta, Georgia	Floyd Field
Hiram College	Hiram, Ohio	F. J. Holter
Idaho, University of	Moscow, Idaho	Herbert E. Lattig
Illinois Inst. of Tech.	Chicago, Illinois	C. A. Tibbals
Illinois St. Normal University	Normal, Illinois	R. H. Linkins
Illinois, University of	Urbana, Illinois	Fred H. Turner
Indiana, University of	Bloomington, Indiana	C. E. Edmondson
Iowa State College	Ames, Iowa	M. D. Helser
Iowa, University of	Iowa City, Iowa	C. Woody Thompson
Kalamazoo College	Kalamazoo, Michigan	Wilbur J. Humber, Dean of Student Affairs
Kansas St. Teachers College	Pittsburg, Kansas	George D. Small
Kansas, University of	Lawrence, Kansas	Henry Werner
Kent State University	Kent, Ohio	R. E. Manchester
Kentucky, Univ. of	Lexington, Kentucky	T. T. Jones
Lawrence College	Appleton, Wisconsin	Donald M. DuShane, Dean of Students
Lehigh University	Bethlehem, Pennsylvania	Wray H. Congdon

APPENDIX B (Continued)

Louisiana State Univ.	Baton Rouge, Louisiana	L. S. Corbett
Maine, University of	Orono, Maine	H. E. Lobdell
Mass. Inst. of Tech.	Cambridge, Mass.	W. E. Alderman
Miami University	Oxford, Ohio	Fred T. Mitchell
Michigan State College	East Lansing, Michigan	Joseph A. Bursley
Michigan, University of	Ann Arbor, Michigan	E. G. Williamson
Minnesota, Univ. of	Minneapolis, Minnesota	R. M. Guess
Mississippi, Univ. of	Oxford, Mississippi	Darwin A. Hindman, Acting Director of Student Affairs for Men
Missouri, University of	Columbia, Missouri	
Montana State College	Bozeman, Montana	J. Earl Miller
Montana State Univ.	Missoula, Montana	John W. Lucas
Municipal U. of Omaha	Omaha, Nebraska	T. J. Thompson
Nebraska, University of	Lincoln 8, Nebraska	Robert W. Van Houten
Newark Coll. of Eng.	Newark, New Jersey	J. L. Bostwick
New Mexico, Univ. of	Albuquerque, New Mexico	William Bush Baer
New York University	New York, New York	E. L. Cloyd
North Carolina St. Coll.	Raleigh, North Carolina	Harold W. Melvin
Northeastern Univ.	Boston, Massachusetts	Ernest E. Hanson
Northern Illinois State Teachers College	DeKalb, Illinois	
Northwestern Univ.	Evanston, Illinois	F. G. Seulberger
Oberlin College	Oberlin, Ohio	E. F. Bosworth
Ohio State University	Columbus, Ohio	Joseph A. Park
Ohio University	Athens, Ohio	Philip L. Peterson, Acting Dean
Ohio Wesleyan Univ.	Delaware, Ohio	J. J. Somerville
Oklahoma A. & M. Col.	Stillwater, Oklahoma	C. H. McElroy
Oklahoma, Univ. of	Norman, Oklahoma	
Pittsburgh, Univ. of	Pittsburgh, Pennsylvania	Theodore W. Biddle
Principia, The	Elsah, Illinois	Garner E. Hubbell
Princeton University	Princeton, New Jersey	Christian Gauss
Purdue University	Lafayette, Indiana	Fred I. Goldsmith
Rollins College	Winter Park, Florida	A. D. Enyart
Rutgers University	New Brunswick, New Jersey	Fraser Metzger
St. Olaf College	Northfield, Minnesota	Norman Nordstrand, Acting Dean
		J. J. Thompson, Asst. to President
South Dak., Univ. of	Vermillion, South Dakota	J. H. Julian
South. Calif., Univ. of	Los Angeles, California	Francis Bacon
South. Ill. St. Normal U.	Carbondale, Illinois	E. G. Lentz
Southern Methodist University	Dallas, Texas	A. C. Zumbrennen
Southwestern La. Inst.	Lafayette, Louisiana	Joseph A. Rishl
Swarthmore College	Swarthmore, Pennsylvania	Everett Hunt
Temple University	Philadelphia, Pennsylvania	Claude C. Bowman
Tennessee, Univ. of	Knoxville, Tennessee	John O. Moseley
Texas Technology Col.	Lubbock, Texas	James G. Allen
Texas, University of	Austin, Texas	Arno Nowotny
Union College	Lincoln, Nebraska	P. C. James
Utah State Agr. College	Logan, Utah	Ira N. Hayward, Prof. of English Department
Utah, University of	Salt Lake City, Utah	John L. Ballif, Jr.
Virginia Poly. Inst.	Blacksburg, Virginia	Julian A. Burruss, Pres.
Washington and Lee University	Lexington, Virginia	
Washington St. College	Pullman, Washington	Otis McCreery
Washington University	St. Louis, Missouri	W. G. Bowling

APPENDIX B (Continued)

Washington, Univ. of	Seattle, Washington	Dean Newhouse
Wayne University	Detroit, Michigan	John R. Richards
Western Reserve Univ.	Cleveland, Ohio	
Wheaton College	Wheaton, Illinois	Paul G. Culley
William and Mary,	Williamsburg, Virginia	J. Wilbert Lambert
College of		
Wisconsin, Univ. of	Madison, Wisconsin	S. H. Goodnight
Wittenberg College	Springfield, Ohio	B. H. Pershing, Dean of
		Students
Wooster, College of	Wooster, Ohio	John Bruere
Wyoming, Univ. of	Laramie, Wyoming	B. C. Daly
		C. H. Blanchard, Dean of
		Students
Brigham Young Univ.	Provo, Utah	Wesley P. Lloyd

Emeritus Deans

George Culver, Leland Stanford University, Stanford, California
 C. R. Melcher, University of Kentucky, Lexington, Kentucky
 E. E. Nicholson, University of Minnesota, Minneapolis, Minnesota
 (Retired) Robert Rienow, Dean of Men, University of Iowa, Iowa City, Iowa

Honorary Members

Mr. H. Roe Bartle, Land Bank Building, Kansas City, Missouri
 Mr. Alvan E. Duerr, 55 Broad Street, New York 15, New York

APPENDIX C

Summary of Previous Meetings

Meet- ing	Year	Present	Place	President	Secretary
1	1919	6	Madison, Wisconsin	S. H. Goodnight	L. A. Strauss
2	1920	9	Urbana, Illinois	T. A. Clark	S. H. Goodnight
3	1921	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4	1922	20	Lexington, Kentucky	E. E. Nicholson	S. H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E. E. Nicholson
6	1924	29	Ann Arbor, Michigan	J. A. Bursley	E. E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Rienow	F. F. Bradshaw
8	1926	46	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F. F. Bradshaw
10	1928	50	Boulder, Colorado	S. H. Goodnight	F. M. Dawson
11	1929	75	Washington, D. C.	G. B. Culver	V. I. Moore
12	1930	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore
13	1931	83	Knoxville, Tenn.	W. J. Sanders	V. I. Moore
14	1932	40	Los Angeles, Calif.	V. I. Moore	D. H. Gardner
15	1933	55	Columbus, Ohio	C. E. Edmondson	D. H. Gardner
16	1934	61	Evanston, Illinois	H. E. Lobdell	D. H. Gardner
17	1935	56	Baton Rouge, La.	B. A. Tolbert	D. H. Gardner
18	1936	92	Philadelphia, Pa.	W. E. Alderman	D. H. Gardner
19	1937	80	Austin, Texas	D. S. Lancaster	D. H. Gardner
20	1938	164	Madison, Wisconsin	D. H. Gardner	F. H. Turner
21	1939	87	Roanoke, Virginia	D. H. Gardner	F. H. Turner
22	1940	58	Albuquerque, N. Mex.	F. J. Findlay	F. H. Turner
23	1941	100	Cincinnati, Ohio	J. J. Thompson	F. H. Turner
24	1942	114	Urbana, Illinois	L. S. Corbett	F. H. Turner
25	1943	101	Columbus, Ohio	J. A. Park	F. H. Turner
26	1944	96	Chicago, Illinois	J. H. Julian	F. H. Turner